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ABSTRACT

Activities and resource ideas in this guide are designed to contribute to a more relevant art curriculum with students becoming aware of artistic skills necessary in daily living as well as occupational requirements associated with careers in art. The guide is intended to serve as resource materials for teacher use in the classroom or for student use in career centers. Section 1, for counselor and art teacher reference, lists nine occupational skills or attributes and nine art attitudes, each of which is followed by an outline of appropriate art processes, activities which will usually foster the skill or attitude and conditions which usually interfere with the skill or stifle the attitude. Section 2 contains self-awareness and decisionmaking activities and worksheets designed to help students realize that from their school experience will emerge interests and habits affecting their future decisions. Section 3 contains 48 job descriptions which discuss education or training, working conditions, entrance, advantages, disadvantages, social importance, advancement, and other information. Also included are lists of careers closely related to art: (1) Careers in which craftsmanship is the major requirement, and where the craftsmanship aspect of art could contribute to the skill and use of tools; and (2) careers in which a general art training would be of value, mostly in art history and appreciation. (TA)

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ED137522

CAREER EDUCATION INFUSION IN JUNIOR HIGH/MIDDLE SCHOOL ART

OFFICE OF UTAH STATE BOARD OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

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Associate Superintendent for Instruction Services

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In 1973 the Office of the State Board of Education published "Career Education . . . A New Emphasis for Utah Schools" which introduced Utah's definition and philosophy of career education. At that time a need was expressed to develop articulated K-Adult career education programs; also, a commitment was made to place financial and personnel resources to the orderly development and management of career education.

Career Education Infusion in Junior High/Middle School Art is one of the products of this commitment and represents the work of program specialists under the leadership and coordination of the Career Education Unit. Its use will contribute to a more relevant art curriculum with students becoming aware of artistic skills necessary in daily living as well as occupational requirements associated with careers in art.

This publication is intended to serve as resource materials for teacher use in the classroom or for student use in career centers. Information about specific art-related occupations and basic data related to them and ways for students to develop self-awareness and decision making skills are contained in this document. In addition to these activities and resource ideas, other career education activities have been identified and are already infused into various art concepts within the regular art curriculum.

It is my conviction that teachers must continually strengthen their programs and that the needs of students and their communities must be given utmost consideration in future program development. One means by which this can be accomplished is to place career education as a permanent and prominent goal in all facets of the curriculum.

Walter D. Talbot
State Superintendent
of Public Instruction

PREFACE

Career Education Infusion in Junior High/Middle School Art is a publication in an interim series dealing with career education infusion in the junior high curriculum. The intent of the Office of the Utah State Board of Education is to identify infusion techniques and print them on a tentative basis to coincide with the multi-year Curriculum Plan of that Office. As soon as the regular art curriculum is revised, appropriate career education concepts, activities, and references to materials in this document will be absorbed.

ACKNOWLEDGEMENTS

Career Education Infusion in Junior High/Middle School Art resulted from the combined efforts of numerous state and district personnel. It originated out of a career education consortium formed by the Office of the State Board of Education and eight of Utah's school districts: Davis, Granite, Logan, Millard, Morgan, Nebo, Washington and Weber.

Specifically, within the Office of the State Board, this product was due to the combined efforts of the Career Education Unit, the Division of Technical Assistance and the Division of Curriculum. Thanks are extended to persons in these three entities of the Office of Instruction Services, especially to the Associate Superintendent, Dr. Lerue Winget, for his efforts and support. DeOn Jensen of the Career Education Unit gave valuable suggestions and review of the document, for which special thanks are given.

Thanks are also given to the superintendents and other district personnel, such as curriculum coordinators and vocational coordinators, of the participating districts for their concern and desire to strengthen career education programs within their respective districts. Especially, gratitude is extended to the following who have been given program responsibility to insure that the final outcome would meet district needs: Davis--Donald Wright; Granite--Richard Harper and Joan Neilson; Logan--Dr. Larry Petersen; Millard--Lynn McArthur; Morgan--Dr. Jay Jeffery; Nebo--Dr. Ray D. Warner; Washington--Jack Burr; and Weber--Thera Johnson.

Finally, appreciation is extended to those participants who labored so diligently in adopting/adapting career education materials for infusion into Art. These persons are as follows:

Ivan Cornia--Consultant
Davis School District

James Arbon
Davis School District

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Nebo School District

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Granite School District

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SECTION 1

For Counselor and Art Teacher Reference

Occupational Skill or Attribute	Appropriate Art Processes	Activities Which Will Usually Foster the Skill or Attribute	Conditions Which Usually Interfere with Attribute
1. Precision	ceramics--wheel thrown matting and framing lettering detailed drawing or painting (realistic or hard edge) casting and mold making with multiple sections embroidery macrame, weaving, block prints, leather, silk screen, wood carving	The teacher must establish the objectives of precision and craftsmanship in the activities used. The teacher should show examples of precision in art work and how that same skill is used in other walks of life. The skills that could be developed are skills such as eye hand coordination, motor skills, etc. See designated career education activities in core program.	a. Poor quality or inappropriate tools. b. Insufficient instruction or demonstration. c. Goals not identified for students. d. Lack of self-discipline or tenacity on student's part. e. Lack of reinforcement by teacher. f. Lack of motivation (no relevance) g. Lack of physical or emotional maturity. h. Disabilities which affect learning.
2. Perception	All art processes which cause students to change awareness by: a. observing details b. perceiving relationships between space and distance, color and value, texture, size and proportion c. orientation to two and three dimensional space or forms	The teacher must teach in such a way that his exercises cause the student to utilize a given concept in ways other than those suggested by the teacher. Teacher must cause the student to do the thinking and perceiving. See designated career education activities in core program.	a. Restriction or regimentation of outcomes. b. Teacher doing all the telling and thinking. c. Lack of multiple resources.

Occupational Skill or Attribute	Appropriate Art Processes	Activities Which Will Usually Foster the Skill or Attribute	Conditions Which Usually Interfere with Attribute
3. Creativity	All art processes are appropriate--what you do with them determines whether or not creativity takes place. a. Teach concepts needed by the student at his level. b. Foster the development of imagination along with the acquisition of knowledge. c. Help a student to evaluate his ability to use a given concept. d. Teach convergently in terms of how a concept may be used by artists. e. Keep outcomes and concept application as divergent as possible. f. Foster perceptual development (visual thinking).	See designated career education activities in the junior high core program.	a. Focusing on the development of iragination without knowledge of concepts and evaluation at all levels. b. Teaching convergently only. c. Lock step programs which fail to consider student's level and interests. d. Focus on PRODUCT ONLY.
4. Decision Making	a. Answer questions by redirecting or asking more questions. b. Reinforce good decisions.	See designated career education activities in the junior high core program.	a. Teacher making all decisions (over-directive; fountain of knowledge). b. Teacher failure to give responsibility for decision making. c. Home condition or parental attitudes.

Occupational Skill or Attribute	Appropriate Art Processes	Activities Which Will Usually Foster the Skill or Attribute	Conditions Which Usually Interfere with Attribute
			d. Lack of reinforcement. e. Criticizing or belittling of decisions made.
5. Self-Discipline	This can be taught by the art activity and the order used in doing the work. Knowledge of the media is also important. What is done with art activities can help the child's development of self-discipline. Practice time, needed research, and staying with a project to completion will further teach this attribute.	a. Precision-type activities. b. Group activities involving planning and scheduling. c. Long-term activities. d. Proper care of supplies and tools. e. Clean up. f. Practice time. g. Becoming acquainted with materials.	a. All breadth and no depth in program. b. Emphasis on experimentation with media rather than application of concept. c. Easy success, gimmicky activities that anyone can do well. d. Elimination of evaluation element. e. Teacher-dominated classroom.
6. Social Skills; Working with Others	Group activities and inter-relationships: a. Mural making b. Mosaics (group) c. Art exhibit d. Bulletin boards e. Scenery painting Respect for others and materials: a. Ceramics and other processes which produce objects easily damaged.		a. Lack of trust b. Overly structured classroom c. Elimination of group activity d. Responsibility not given or expected. e. Teacher making all decisions. f. Parent and home influences. g. Personal hygiene.

Occupational Skill or Attribute	Appropriate Art Processes	Activities Which Will Usually Foster the Skill or Attribute	Conditions Which Usually Interfere with Attribute
	b. Processes involving valuable materials easily stolen. c. Care and concern for others. Clean up. Service to others: a. Decorating for dances. b. Election campaigns. c. Publicity of school activities.		
7. Forecasting	This is a universal skill that is needed in every art activity. Every art process can be used to teach this skill.	See designated career education activities in the junior high core program.	a. Teacher dominated classes (over-directive). b. Lack of instruction in concept. c. Lack of experience.
8. Fine Motor Skills	A variety of art processes such as: a. Use of small hand tools b. Cutting-knife c. Wood carving--chisel, hammer, mallet d. Wood block and lino cut--speed-ball cutters, engravers e. Welding-torch, welder f. Painting-brush, palette knife g. Potting-wheel h. Framing-mitre-box, saw, hammer, knife i. Printing press		a. Teacher dominated--not teaching do-it-yourself. b. Lack of proper tools. c. Misuse of tools.

Occupational Skill or Attribute	Appropriate Art Processes	Activities Which Will Usually Foster the Skill or Attribute	Conditions Which Usually Interfere with Attribute
9. Designing	Design is an integral part of all art processes. Note: There must be basic understanding of the following: a. Color b. Two and three dimension	See designated career education activities in the junior high core program.	Insistence on conformity.

Attitudes	Appropriate Art Process	Conditions Which Usually Foster the Attitude	Conditions Which Interfere (Stifle the Attitude)
1. Responsibility a. for equipment b. for personal property c. for personal behavior d. to be helpful to others e. to be dependable	The art student uses many tools, types of equipment and media. The art teacher should expect each student to develop responsibility for the care and maintenance of them. A concise and constant plan should be developed to build the characteristics of responsibility listed.	Example: A teacher could have a rotating assignment chart delegating responsibility for providing and maintaining art supplies. Other methods could be used. Example: A bottle of paint is broken. If the teacher has established a cooperative, friendly climate, it could be common understanding that assistance in clean up should be given to the student. Another responsibility should be to salvage paint when possible.	Example: An experience is rigidly controlled allowing little opportunity for deviation or initiative. (Conformity) Example: The teacher assumes responsibility for clean-up and picking up tools. "It is easier for me to do it. I can't rely on students."
2. Positive Attitude a. having enthusiasm b. having respect for self and others c. having personal pride d. having success e. making best effort f. commitment	Any process is appropriate. Teaching the process at the student's level and developing the proper teacher-student relationship are essential.	Necessary ingredients: A positively reinforced curriculum at student level; skills; maturity. Example: Using active listening skills, student to student, student to teacher. Allowing opportunity for exploration and individual expression. Having mutual respect, not prejudging, accepting each child for what he is.	Rigid . . . Lock step curriculum set arbitrarily for the age of the student. Biased attitude displayed. Teacher-oriented program. Hypocrisy.

Attitudes	Appropriate Art Process	Conditions Which Usually Foster the Attitude	Conditions Which Interfere (Stifle the Attitude)
		Relating what is taught the student to the real world. Acting human, admitting mistakes, showing a sense of humor, making art successful.	
3. Flexibility a. Adjust and adapt to group needs, standards and conditions. b. Adjust and adapt to new or different tools, media, concepts, principles, etc.	A. Social 1. Student tutoring 2. Group activities 3. Multiple applications of given concept. B. Art Proccesses 1. Working with mixed media. 2. Changing patterns of working conditions. 3. Contour drawing exercises. 4. Negative space line drawings.	1. Flexible time schedule. 2. Frequent evaluation, student-teacher and vice versa. 3. Using contracting technique with students. 4. Individualization. a. Contracting technique. b. Small or large grouping. c. Team teaching. d. Performance based. e. Differentiated staffing. f. Student to make his own choice.	Same as in #2
4. Integrity a. Honesty b. Sincerity c. Responsibility	It is the proper teacher-student relationship, the establishment of a friendly, helpful, democratic climate that is paramount to the growth of integrity.	Necessary ingredients: A positively reinforced curriculum at student level, skills, maturity experiences.	Same as in #2

Attitudes	Appropriate Art Process	Conditions Which Usually Foster the Attitude	Conditions Which Interfere (Stifle the Attitude)
		Example: Use a positive approach in developing active listening skills, interaction of student to student and student to teacher. Example: To teach students responsibility, give them responsibilites; to teach students honesty, trust and give them opportunity to be honest. To teach students sincerity, be genuinely free of hypocrisy.	
5. Patience	Patience can be a by-product of art processes. The art processes which develop patience are all those requiring detailed and delicate work, continuous effort, repetitive effort. Examples: 1. Lettering 2. Embroidery 3. Jewelry 4. Engraving-etching 5. Enameling 6. Macrame		1. Too advanced or complicated 2. Quickly finished projects 3. Large group projects

Attitudes	Appropriate Art Process	Conditions Which Usually Foster the Attitude	Conditions Which Interfere (Stifle the Attitude)
6. Independence	1. Individually oriented projects 2. Research projects 3. Non-teacher supervised projects 4. Extra-credit/homework projects 5. Contest entry projects 6. Advanced students extracurricular activity art project	Art projects that increase independence are those that require individual effort, individual research, student initiative. Examples: 1. Bulletin boards. 2. Murals, sets (scenery painting) 3. Photography 4. Macrame 5. Sculpture	1. Team or group projects 2. Teacher dominance 3. Lack of opportunity because of the set curriculum
7. Willingness to Work	The art processes that naturally interest students, those that provide tangible rewards. Examples: 1. Crafts 2. Contests 3. Posters 4. Field trips 5. Three-dimensional	1. Tangible rewards 2. "Art Student of the Week" contest 3. Rewarding feedback 4. Art work on display 5. Showcase recognition 6. Functional art work	1. Lack of variety 2. Monotonous work 3. Lack of purpose
8. Self-Confidence	Art success is related directly to confidence, not talent. All people potentially have more latent ability inside than they realize. Art can provide an opportunity to	Knowing the student well. Having the student work at his level. Grading on individualized performance. Knowing students' reason for taking art.	1. Teacher giving non-constructive criticism. 2. Letting students leave projects incomplete or imperfect. 3. Not giving responsibility to student. 4. Lack of involvement.

Attitudes	Appropriate Art Process	Conditions Which Usually Foster the Attitude	Conditions Which Interfere (Stifle the Attitude)
	try. Tyring offers the opportunity to succeed. Self-confidence is the outcome of successful art experiences. This can be accomplished through such processes as: 1. Letting a student give information or a demonstration in an area with which he is familiar. 2. Perfecting and completing any art project. 3. Working as a teacher's aide. 4. Taking active participation in an art exhibit. 5. Working on dance decoration committee. 6. Participating in small group activities such as murals or bulletin boards. 7. Engaging in community service projects.		5. Teacher-dominated class environment
9. Industry	Any activity which requires consistent work at regular intervals and	Any activities which: 1. Are well planned. 2. Have adequate time for completion.	1. No definite plans. 2. Inadequate time for completion.

Attitudes	Appropriate Art Process	Conditions Which Usually Foster the Attitude	Conditions Which Interfere (Stifle the Attitude)
	has immediate feedback or rewards.	3. Have reasonable objectives. 4. Are within capabilities of student. 5. Have teacher evaluation which is: a. immediate b. easy to understand	3. Unreasonable or unclear objectives. 4. Work beyond or below the capabilities of student. 5. Teacher evaluation which is: a. delayed b. unclear c. or no evaluation at all. 6. Impatience of teacher or student.

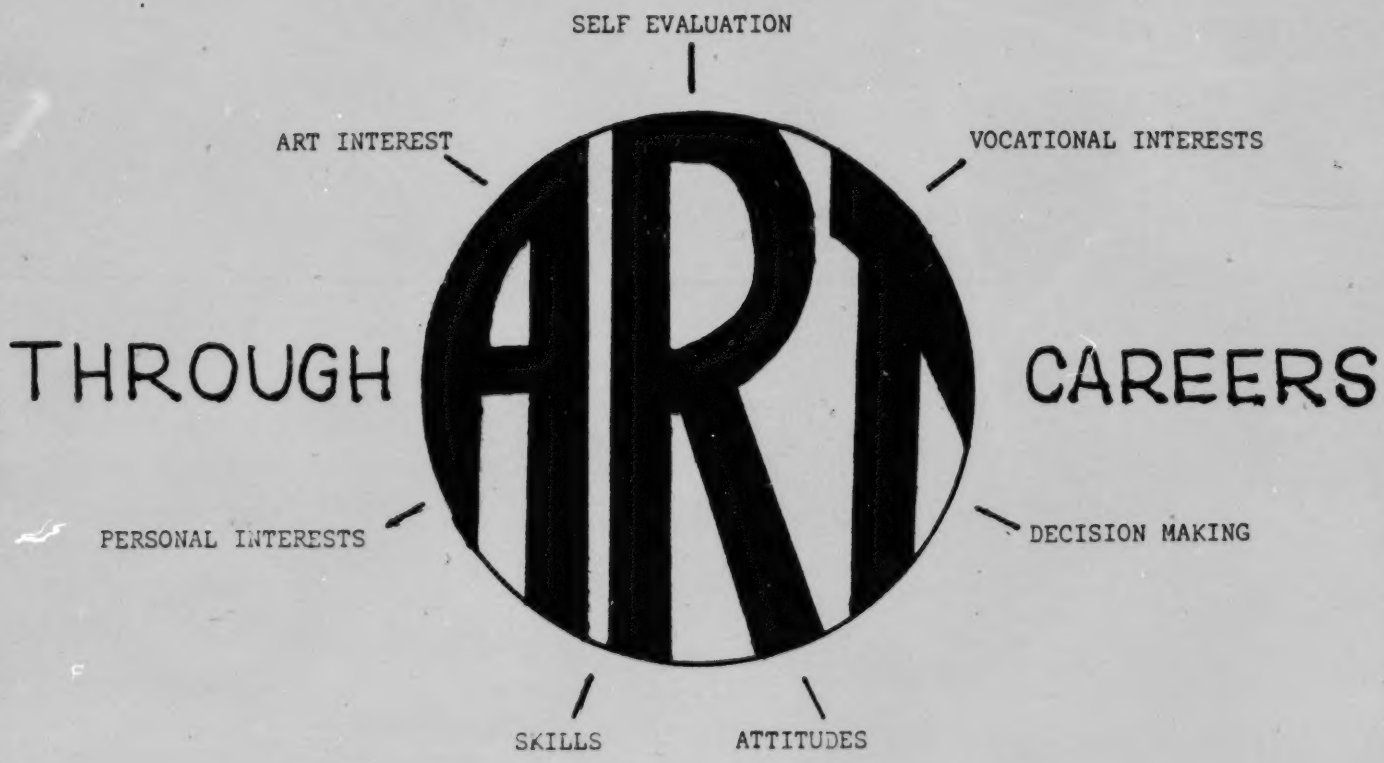
SECTION 2

NOTE TO TEACHER

While art instruction at the junior high level is not primarily designed to turn students into artists, it does provide experiences and learnings which are valuable in a variety of occupations. Helping students to better understand themselves, to learn to set goals, to be prepared and to make decisions is an integral part of a career approach to art education.

The following activities and worksheets are designed to help students realize that from their school experience will emerge interests and habits affecting their future decisions.

UNDERSTANDING



NOTE TO STUDENT

Although most of you will not become professional artists, the skills and attitudes you learn in your art classes will help you in almost any future job.

The purpose of this handbook is to help you learn more about yourself so you will be prepared to make the important decisions ahead.

SCHOOL IS YOUR CAREER.

"PRETEST"

Art Student Information Sheet

Name _____ Parent or Guardian _____

Address _____ Today's Date _____

Telephone _____

1. Why did you take art? _____

_____

2. What do you hope to learn in art? _____

_____

3. How do I learn best? (circle one or more)

   a. Someone always prodding me.

   b. Teachers allowing me to learn at my own rate.

   c. In a quiet class environment.

   d. In a noisy class environment.

   e. I like the teacher to do the teaching, but I like to help in planning what we learn.

   f. Complete freedom to learn how I want.

   g. Personal comments _____

   _____

4. What is your parent's or guardian's occupation? _____

   Has he or she worked at other occupations? _____ If so, which ones?

   _____

5. What occupation do you think you would like to be in?_____

6. Does art relate in any way to this occupation? _____ If so, how?

   _____

7. How might the subject of art help you be better in your occupational choice?

   _____

   _____

8. List all of the art occupations you can think of. _____

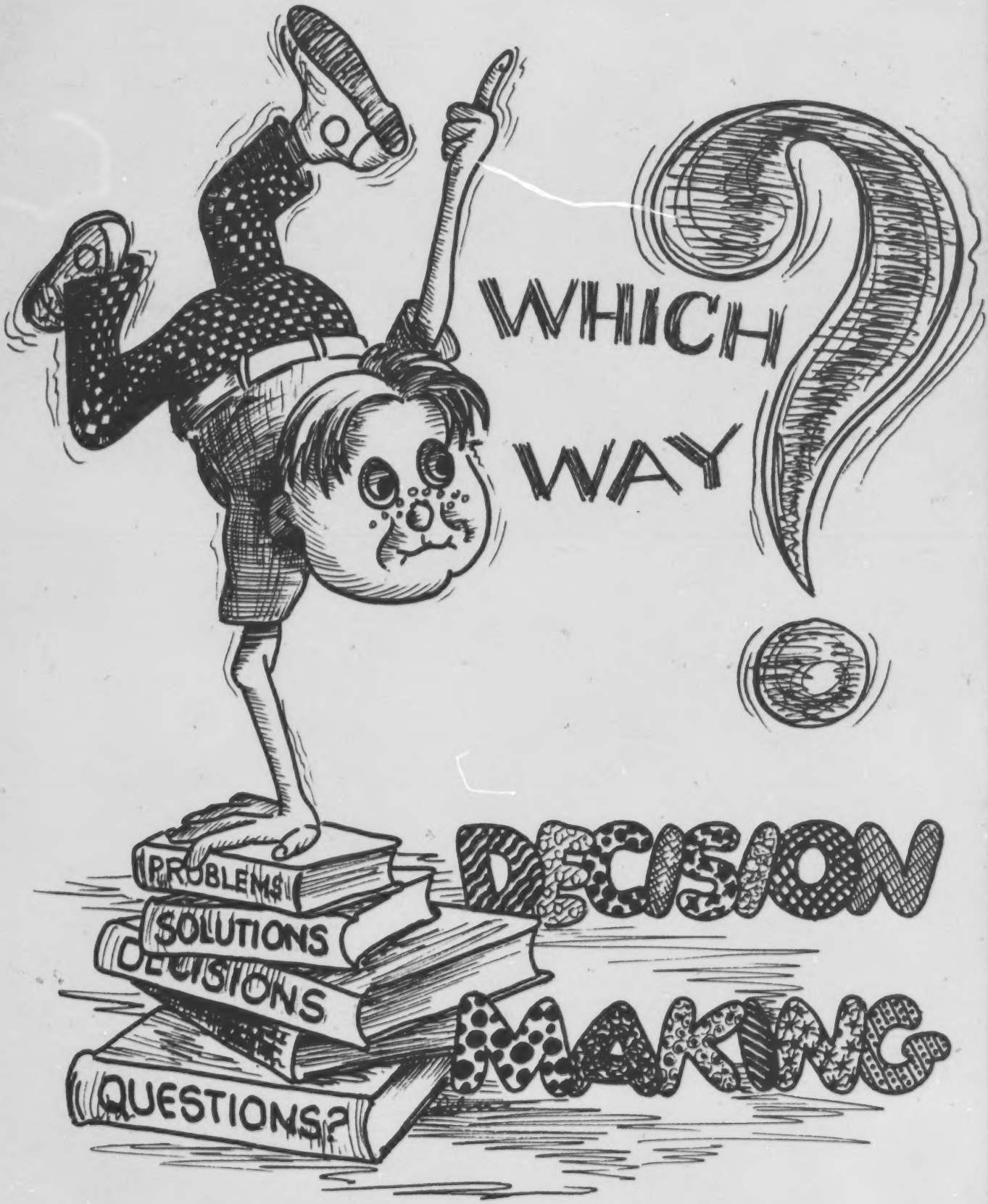
_____

_____

9. List every occupation that seems to be related to art. _____

_____

_____


WHICH WAY?
PROBLEMS
SOLUTIONS
DECISIONS
QUESTIONS?
DECISION MAKING

Take a few minutes to think about what you like to do. It can give you clues and ideas about the things you might enjoy as a future career.

Part A

1. My hobbies are: I like these hobbies because:

_____ _____

_____ _____

_____ _____

_____ _____

2. The things I do for fun are: I like these things because:

_____ _____

_____ _____

_____ _____

_____ _____

3. My favorite school activities are: I enjoy these activities because:

_____ _____

_____ _____

_____ _____

_____ _____

4. My home chores are: I enjoy doing these chores because:

_____ _____

_____ _____

_____ _____

_____ _____

A LOOK AT MYSELF

As I look at the activities I listed on Part A of the record sheet, these are the ones I like best:

	Reasons
_____	_____
_____	_____
_____	_____
_____	_____

These are the ones I dislike most:	Reasons
_____	_____
_____	_____
_____	_____
_____	_____

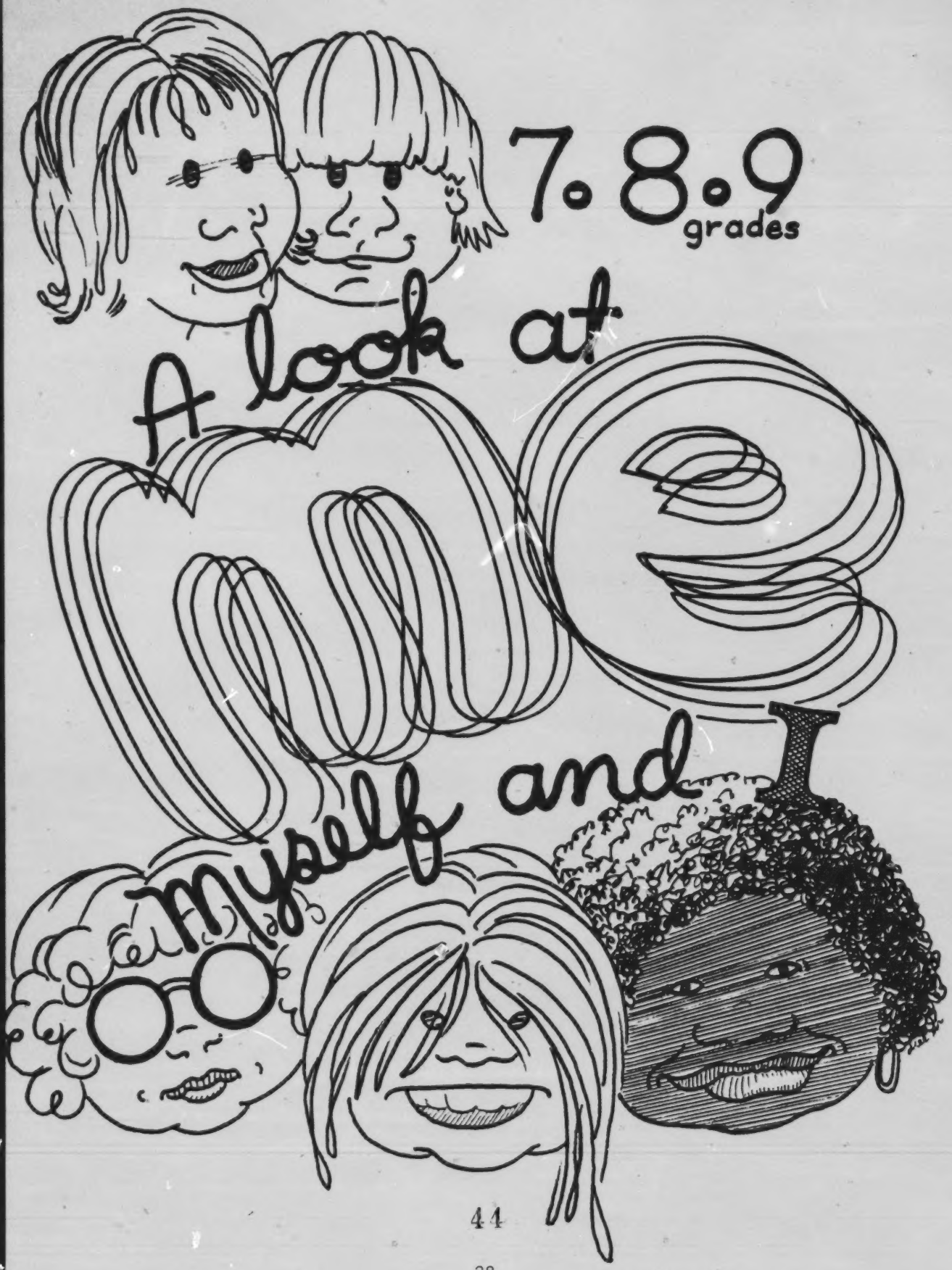
I get the greatest feeling of accomplishment from the following activities:	Reasons
	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
	_____
	_____

Part B

A LOOK AT ART INTERESTS

Today, I like to	Some day, I might like to be a . . .
Plan a garden, plant the seeds, weed, water, and watch the plants grow. Arrange centerpieces of different colored flowers. Collect dried weeds.	Landscape architect, gardener, floral designer. Nursery Owner Arranger of weed bouquets
Put together and paint models of airplanes, ships, cars, etc.	Product or toy designer Car designer Hobby shop owner Car letterer
Take photographs of friends, pets, and scenery.	Portrait photographer Film producer or editor Painter Taxidermist
Pretend and put on plays, puppet shows; tell stories.	Actor/actress TV producer Teacher
Make jewelry and hats with beads, buttons, nuts, shells, feathers.	Fashion or costume designer Fashion illustrator Tailor or jeweler
Trade cards or stamps.	Art dealer Antique dealer
Work with clay, build sand castles.	Sculptor Plasterer Architect Landscape architect
Draw, copy, or paste pictures.	Fine artist — Cartoonist Composite artist — Drafting technician Fashion artist — Sign painter Medical illustrator

Today I like to	Some day I might like to be a . .
Help paint around the home, the garage, furniture, etc.	House painter Sign painter Carpenter, etc.
Practice different kinds of handwriting.	Calligrapher Typographer Forger Map illustrator
Draw plans for dream houses, cars, playhouses, etc.	Architect Draftsman
Cut and fix hair.	Hair stylist
Work with younger kids, baby sit	Art teacher Special education teacher, etc.
Build birdhouses, forts, tree houses.	Architect Carpenter Product designer Taxidermist
Invent things out of junk	Antique dealer Art dealer Sculptor, etc.
Paint pictures for contests, posters for elections, etc.	Cartoonist Sign painter Illustrator
Sew clothes, doll clothes, etc.	Costume designer Fashion illustrator Window displayer Tailor
Decorate my own room, fix things.	Interior designer Set illustrator
Create miniature railroad train layouts with rivers, lakes, trees, etc.	Architect City Planner Civil engineer Dioramist Display worker


7.8.9 grades
A look at
Me
myself and
I

A LOOK AT SELF

I LIKE TO WORK: WITH PEOPLE

_____mostly alone

_____with a few similar people

_____with several others, often meeting new people

_____with many different people

_____no preference

I LIKE TO WORK: ENVIRONMENT

_____outdoors all the time

_____partly inside but mostly outdoors

_____partly outdoors but mostly indoors

_____indoors all the time

_____no preference

I LIKE A JOB INVOLVING TRAVEL

_____no travel

_____occasional travel but not overnight

_____frequent travel

_____almost constant travel

_____no preference

I LIKE TO WORK MOSTLY WITH THE MIND

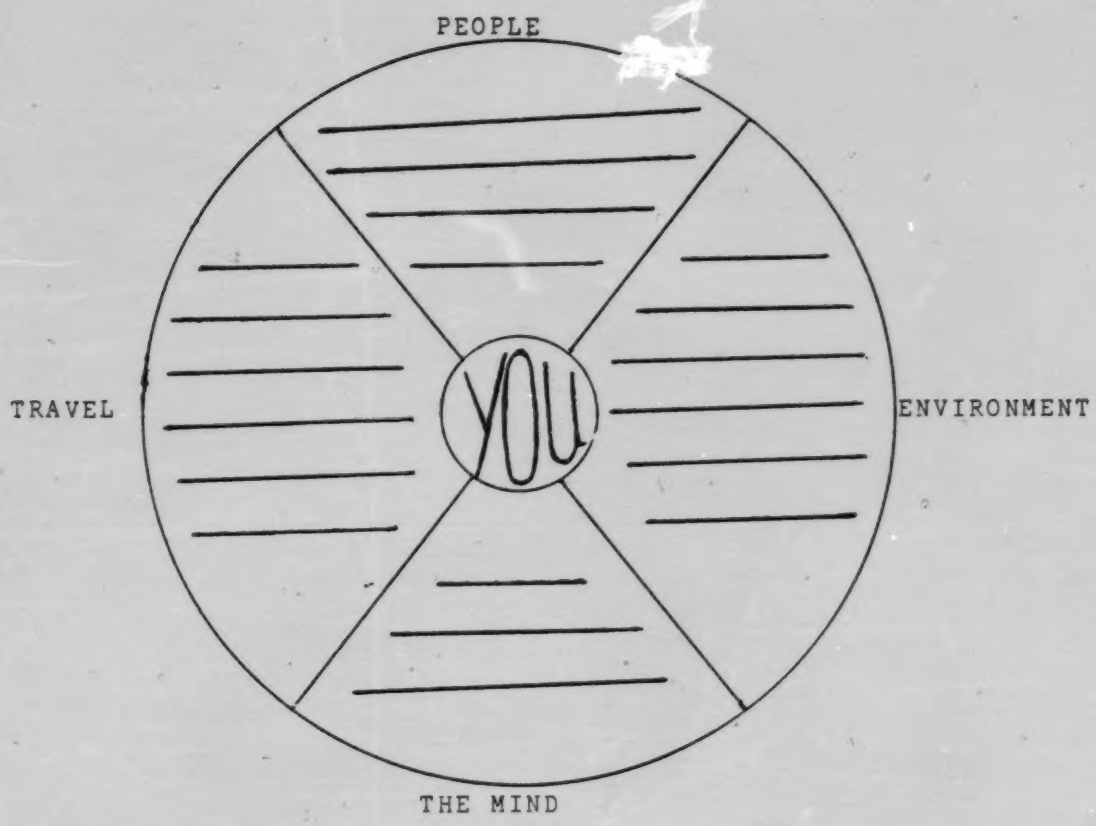
_____prefer to work with things rather than ideas

_____prefer to work with ideas rather than things

_____prefer to work with people rather than things

_____no preference

ON THIS CHART, WRITE THE CHARACTERISTICS YOU CHECKED.



LIST JOBS THAT FIT YOUR NEEDS AND PREFERENCES.

1- _____

2- _____

3- _____

4- _____

5- _____

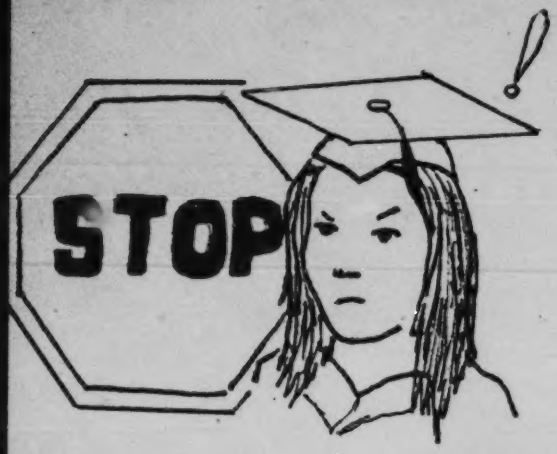
6- _____

SCHOOL (CAREER) INVENTORY

Rate each question from 1 to 5, 1 being the highest, 5 the lowest. Check the number that best expresses your feelings. Total the number.

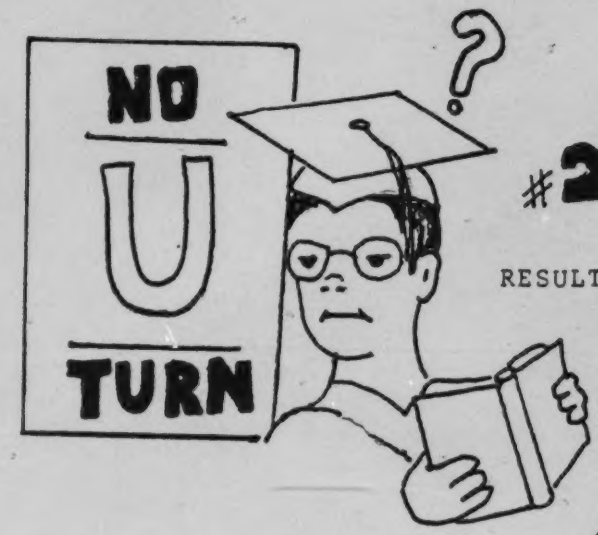
1.	Do you find most school work interesting?	1	2	3	4	5
2.	Do you feel you lose out if you miss school?	1	2	3	4	5
3.	Do you only study for subjects you like?	1	2	3	4	5
4.	Do you work as hard as you should in class?	1	2	3	4	5
5.	Do you do more than is expected?	1	2	3	4	5
6.	Do you care how well you do in school?	1	2	3	4	5
7.	Do you talk with and feel comfortable with your teachers?	1	2	3	4	5
8.	Do you feel happy in school?	1	2	3	4	5
9.	Do you ask for help when needed?	1	2	3	4	5
10.	Do you receive praise or encouragement when you do well in class?	1	2	3	4	5
11.	Do you knowingly waste a lot of time in school?	1	2	3	4	5
12.	Do you put forth your best effort in the work you do?	1	2	3	4	5
13.	Do you feel you can succeed in life without working hard in school?	1	2	3	4	5
14.	Do you ever daydream of things that are not related to the subjects you are studying in school?	1	2	3	4	5

THERE ARE BASICALLY THREE KINDS OF STUDENTS:



#1...THOSE WHO DON'T PREPARE THEMSELVES

RESULT: THEY MUST ACCEPT ANY JOB THAT COMES ALONG.

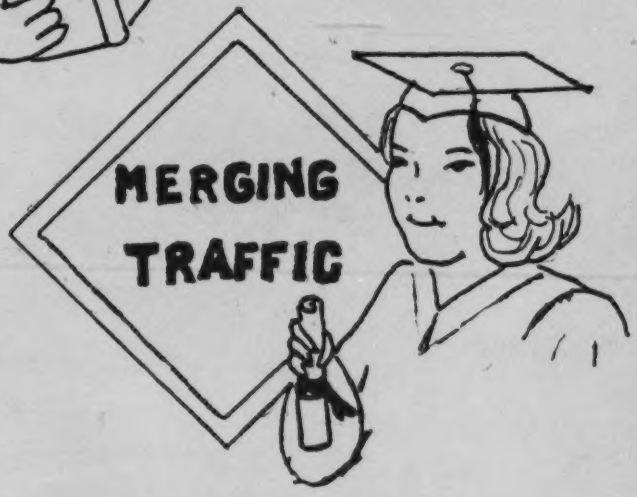


#2...THOSE WHO SPECIALIZE TOO MUCH.

RESULT: IN DIFFICULT TIMES, OR IF THE NEED FOR THEIR SPECIALITY IS REDUCED, THEIR JOB OPPORTUNITIES BECOME LIMITED.

#3...THOSE THAT WORK AT DEVELOPING THEIR ABILITIES AND TALENTS... AND UNDERSTAND THEMSELVES.

RESULT: THEY ARE PREPARED TO FIT INTO AN OPPORTUNITY WHEN IT COMES ALONG AND THE TIME IS RIGHT.



WHICH TYPE ARE YOU? _____

EXPLAIN WHY. _____

_____

48

_____

TOMORROW'S JOBS TODAY

Because so many jobs in which you may be employed do not yet exist, it is important to develop all of the following skills in school, NOW.

Rate Yourself

Name _____ Date _____

	I RATE			I NEED	
Study or Work Skill	High	Average	Low	Practice	Special Help
Listening					
Note Taking					
Using Reference Materials					
Memorizing					
Organizing Materials					
Budgeting Time					
Preparing Assignments					
Punctuality					
Reviewing					
Practicing Speed and Accuracy					

Are you making good use of school and working to improve the job related skills school provides? If you have high abilities but low grades, it might be because you haven't learned how to work at study. Learn now . . . for greater success tomorrow.

You select the job; don't let the job select you. Job selection is not a haphazard experience. It must be planned and programmed. Think about it.

Worksheet #1

Job Title _____

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____

Shade in the block that carries the most weight.

Job Title _____

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____

Shade in the block that carries the most weight.

Job Title _____

Advantages	Disadvantages
_____	_____
_____	_____
_____	_____

Shade in the block that carries the most weight.

Worksheet #2

Check off the work values that are most important to you; the ones you check will become your career picture.

_____doing interesting work

_____working with people I like

_____earning a lot of money

_____having a chance to advance

_____having good working conditions

_____having convenient hours

_____having a chance to travel

_____being told what to do

_____working on my own

_____working with things

_____working with ideas

_____being a member of a group

_____meeting new people

_____doing a variety of tasks

_____competing with others

_____keeping busy

_____being creative

_____using my brain

_____working for myself

_____making important decisions

_____becoming well known

_____having prestige

_____having security

Worksheet #3

Here are two career pictures. What problems do you see for these people?

Problems:

_____

_____

_____

_____

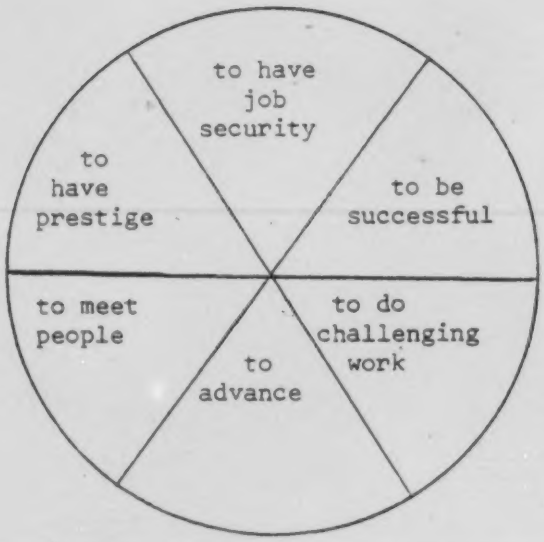
Results:

_____

_____

_____

_____



Problems:

_____

_____

_____

_____

Results:

_____

_____

_____

_____

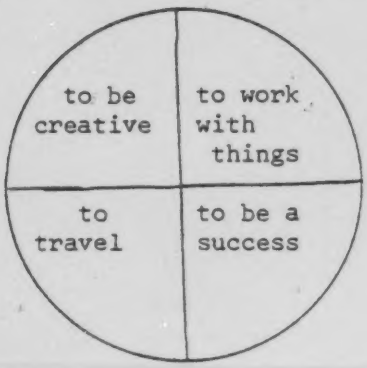
Worksheet #4

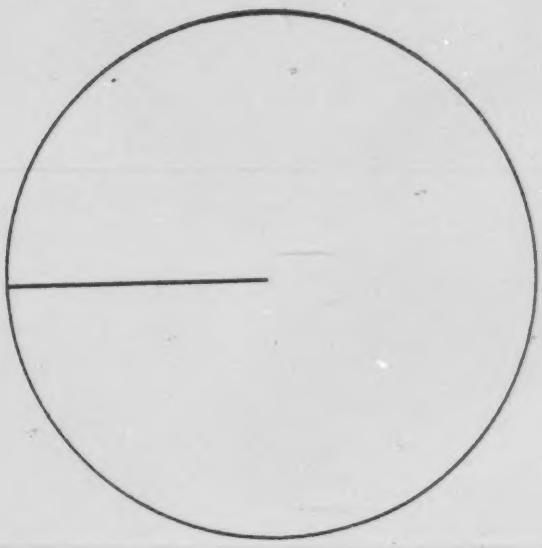
Learn to be a Jack-of-all-trades by not putting all your eggs in one basket.

Consider your own characteristics, achievements, interests, and what you already know about various career fields. You will need to have an idea about one or more career fields toward which you might like to work. Consider the advantages and disadvantages of each. You should have an idea of how valuable each advantage is to you and how discouraging each disadvantage is.

Create your career picture from Worksheet #2.

Example:





Worksheet #5

Use your career picture as a mirror of your needs, likes, and dislikes. List as many jobs as possible that would fit this mirror image of you.

Example:

Field	Occupation
Art	_____
	_____
	_____
Science	_____
	_____
	_____
English	_____
	_____
	_____
Music	_____
	_____
	_____
Physical Education	_____
	_____
	_____
Shop	_____
	_____
	_____
Home Economics	_____
	_____
	_____

OCCUPATIONAL BINGO

Played with same rules as bingo.

Occupation _____

Education	Other Requirements	Other Training	Entrance	Needed Skills	Attributes
Pay	**Benefits**	**Work Conduct**	**Advantages**	**Disadvantages**	**Social Importance**

Materials:

1. Discs with all the requirements for all art occupations listed on them.
2. Fill out sheets (as shown above) for all art occupations.
3. Sheets on occupational requirements.
4. Discs to mark student's cards.

Objective:

To have students try to have all 12 spaces covered by a disc. The first one who does, wins.

NOTE: May be played in groups to have more winners.

NOTE: There are approximately 43 occupations; therefore, the teacher should have and fill in one for each occupation.

OCCUPATIONAL GUESS

Objective of this game: A student will demonstrate an art occupation to the class using gestures and motions. The class will attempt to determine the occupation. Three clues can be given:

1. How much education is needed.
2. Where is the work done.
3. Three skills necessary for occupation.

Rules:

1. The student who is demonstrating will not:

    a. Mention name of occupation.
    b. Mention type of materials or equipment used.
    c. Mention type of service given.

Materials:

1. Copies of occupation sheets for each student.
2. Lists of skills, attitudes and attributes.

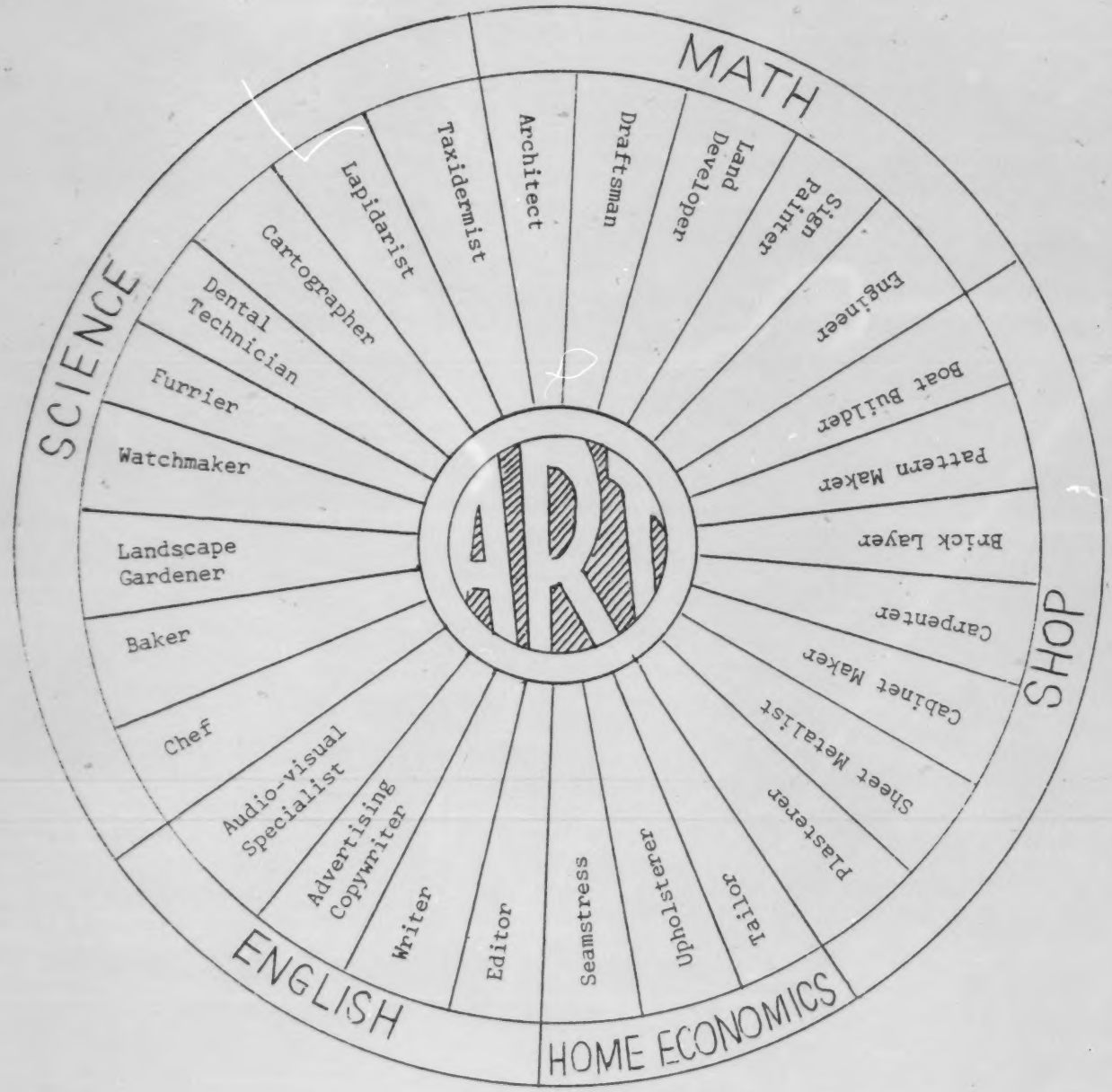
NOTE:

1. Sheets could be laminated on poster board or plastic coated to prevent them from being torn or soiled.

NOTE:

1. Students could work in groups of 5 - 6 each.
2. They make up the rules.

The skills learned in art can be applied to the fields of science, math, shop, home economics and English. Out of these fields come many different types of jobs.



SCHOOL SUBJECTS AND JOBS ARE RELATED

MEDIA AND TOOLS	WINDOW DISPLAYER	ART DIRECTOR	DISPLAY MANAGER	FASHION ILLUSTRATOR	ILLUSTRATOR	SIGN PAINTER	ADVERTISING DESIGNER	PASTE UP ARTIST	ARCHITECT	DRAFTSMAN	LANDSCAPE ARCHITECT	CITY PLANNER	ARCHITECTUAL RENDERER	INTERIOR DESIGNER	TEXTILE & FABRIC DESIGNER	CLOTHING DESIGNER	ENGRAVER	PAINTER	GLASS BLOWER	POTTER ARTIST	JEWELRY DESIGNER	EMBLEMATIC	MUSEUM DIRECTOR	TOUR DIRECTOR	ART HISTORIAN	SCULPTOR	PRINTMAKER	ART EDUCATOR	ART SUPERVISOR	AUDIO-VISUAL SPECIALIST	INDUSTRIAL DESIGNER	COURT ROOM ARTIST
DRAWING																																
crayons	+	o	o	+	+	*	+	*	o	*	*	+	*	+	+	*	+	*			*	+	o	o	o	+	*	o	o	o	*	+
pen and ink	+	o	o	*	+	*	+	*	o	*	*	+	*	+	+	*	+	*	+		*	+	o	o	o	+	*	o	o	o	*	+
charcoal		o	o	+	+	+	+	o	o		+		+	+	+			+				+	o	o	o	+		o	o			*
pencil	*	o	o	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	o	o	o	*	*	o	o	o	*	*
magic marker	+	o	o	*	*	+	+	o	+		+		*	+	+	+		+		+	+		o	o	o	+	*	o	o	o	+	+
dyes and stains		o	o	+	*			o			+		*	+	*	*		*		+		+	o	o	o	+	+	o	o			+
PAINTING																																
oils		o	o	+	*			o			+		*	+	*			*		+		+	o	o	o	+	+	o	o			+
acrylics	+	o	o	+	*	+	+	o	+		+		*	+				*		+		+	o	o	o		+	o	o		+	*
watercolors		o	o		*		+	o	+		*		*	+				*		+	+	*	o	o	o		+	o	o		*	*
enamels	+	o	o			*		o						+				+		+	+	+	o	o	o		+	o	o			
spray paint (air brush)	+	o	o			*		o	+		+		+					+		*	*	*	o	o	o			o	o	+		
tempra paint		o	o			*	+	o			+		+	+				*					o	o	o		+	o	o	+		
SCULPTURING (pottery & crafts)																																
woodcarving		o	o					o	+		+												o	o	o	*	*	o				
plaster		o	o					o															o	o	o	*		o	o			
clay		o	o					o												*			o	o	o	*		o	o			
metal and wire	+	o	o					o	+		+										*	*	o	o	o	*	*	o	o			
plastic and glass	+	o	o					o											*				o	o	o	*		o	o			
string and cloth	+	o	o					o															o	o	o	*		o	o			
wax		o	o					o													*		o	o	o	*		o	o			

necessary to occupation *

desirable to occupation +

general knowledge req'd o

SCHOOL SUBJECTS AND JOBS ARE RELATED

MEDIA AND TOOLS	TAILOR	LAPIDARY ARTIST	LANDSCAPE GARDENER	CERAMIC ENGINEER	UPHOLSTERER	BOAT BUILDER	CARTOGRAPHER	CIVIL ENGINEER	MECHANICAL ENGINEER	PATTERN MAKER	CABINET MAKER	DENTAL TECHNICIAN	DENTIST	BUILDING TRADES PAINTER	PLASTERER	WATCHMAKER	BAKER DECORATOR	CARPENTER	BRICKLAYER	EDITOR AND ASSISTANT	FEATURE WRITER	GUIDANCE COUNSELOR	ACTOR	ADVERTISING COPYWRITER	DRAMA COACH	LAND DEVELOPER	PUBLIC ADMINISTRATOR	SOCIOLOGIST	HOUSEWIFE	PRINTER
DRAWING																														
crayons																	+					o	o		o	o	o	o	o	
pen and ink	+						*		+	+	+						+	+		+	+	o	o	+	o	o	o	o	o	+
charcoal	+										+											o	o		o	o	o	o	o	
pencil	*				+	+	*	+	+	+	+	+	+																	
magic marker	+						+										+					o	o	+	o	o	o	o	o	+
dyes and stains					+						*							+	+			o	o		o	o	o	o	o	
PAINTING																														
oils							+							+			+					o	o		o	o	o	o	o	
acrylics					+		+							+			+					o	o		o	o	o	o	o	
watercolors							*							+			+					o	o		o	o	o	o	o	
enamels											*	+	+	*	+							o	o		o	o	o	o	o	
spray paint (air brush)					+	*					*				+							o	o		o	o	o	o	o	
tempra paint																						o	o		o	o	o	o	o	
SCULPTURING (pottery and crafts)																														
woodcarving		+	+		+	+				+	+	+	+					+				o	o		o	o	o	o	o	
plaster			+							*		*	*		*			+				o	o		o	o	o	o	o	
clay			+	*						+												o	o		o	o	o	o	o	
metal and wire					+	+				+	+	+	+	+		+		+				o	o		o	o	o	o	o	+
plastic and glass		+				+				+	+							+				o	o		o	o	o	o	o	
string and cloth	+	+			*							*	*									o	o		o	o	o	o	o	
wax										+		*	*									o	o		o	o	o	o	o	

necessary to occupation *

desirable to occupation +

general knowledge req'd o

SECTION 3

NOTE TO TEACHER

This section of art careers contains a number of job descriptions. The descriptions mention a few of the things a person in an occupation might do, what training or education is needed, working conditions, some of the advantages and disadvantages of the job, what social importance might be attached to the job, what income might be, and other information. It is hard to keep this type of information current and so you should encourage your students to do research that will constantly update the information.

Also included are the following lists of careers closely related to art:

1. Careers where craftsmanship is the major requirement and where the craftsmanship aspect of art could contribute to the skill and the use of tools.

2. Careers where a general art training would be of value--mostly dealing with art history and appreciation.

Everyone can benefit from art education. The following four are areas in which art is desirable:

1. Fine Art

(These in this group should have regular art classes.)

teacher
tailor
lapidary artist
audio-visual specialist
landscape gardner
draftsman
ceramic engineer

2. Art History

(Only art history classes would be of much value to these.)

foreign correspondent
teacher

3. Craftsmen

(Art classes could help develop skill in crafts-manship.)

upholsterer
boatbuilder
compositer
engineer
  civil
  mechanical
  metallurgical
patternmaker
coremaker
bookbinder
cabinetmaker
cartographer
dental technician
dentist
draftsman
ceramic engineer
furrier
seamstress
building tradespainter

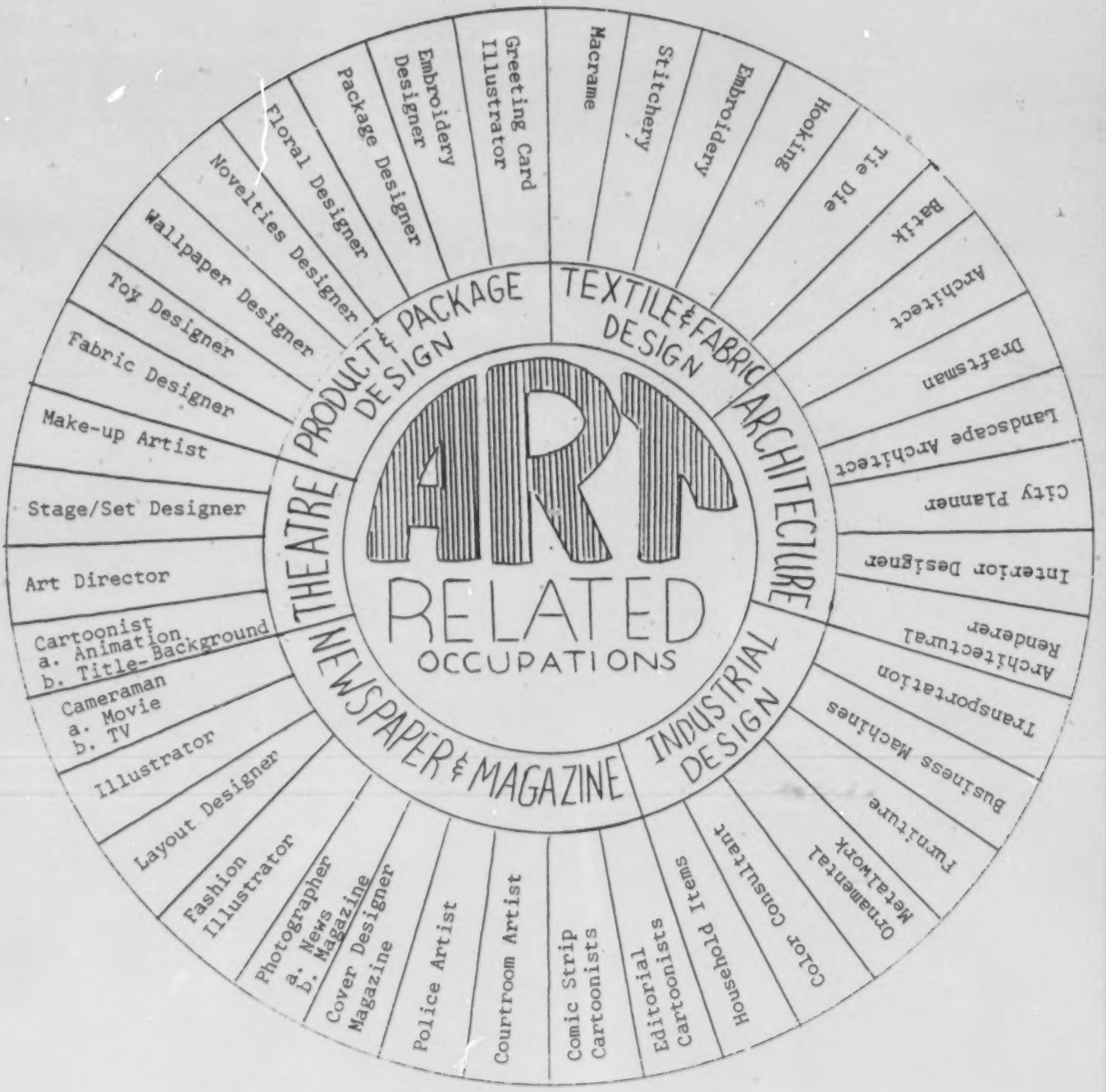
3. Craftsmen (Cont.)

plasterer
sheet metal worker
tailor
watchmaker
lapidary artist
baker
carpenter
chef
bricklayer
landscape gardner
draftsman

4. General Understanding

(Only a general understanding of art would be necessary here.)

editor
editorial assistant
feature writer
guidance counselor
actor
advertising copywriter
drama coach
public relations director
teacher
land developer
political scientist
public administrator
scenario/script writer
reporter
sociologist
audio-visualist specialist
housewife
printer


ART
RELATED
OCCUPATIONS
THEATRE
PRODUCT & PACKAGE DESIGN
TEXTILE & FABRIC DESIGN
ARCHITECTURE
INDUSTRIAL DESIGN
NEWSPAPER & MAGAZINE
Stage/Set Designer
Make-up Artist
Fabric Designer
Toy Designer
Wallpaper Designer
Novelties Designer
Floral Designer
Package Designer
Embroidery Designer
Greeting Card Illustrator
Macrame
Stitchery
Embroidery
Hooking
Tie Die
Batik
Architect
Draftsman
Landscape Architect
City Planner
Interior Designer
Architectural Renderer
Transportation
Business Machines
Furniture
Ornamental Metalwork
Color Consultant
Household Items
Editorial Cartoonists
Comic Strip Cartoonists
Courtroom Artist
Police Artist
Cover Designer Magazine
Photographer a. News b. Magazine
Fashion Illustrator
Layout Designer
Illustrator
Cameraman a. Movie b. TV
Cartoonist a. Animation b. Title-Background
Art Director

Occupational briefs are given for some art-related occupations on the pages indicated. These have been obtained by interview, from the Occupational Outlook Handbook, or other sources. Remember: Occupational information constantly changes and requires periodic updating.

JOB OCCUPATIONS

Advertising and Marketing

Colorist
Window display 116
Art Director 58
Cover Designer
  a. book 71
  b. record album
Display Manager 76
Layout Director
  a. Direct Mail
  b. Poster
  c. Billboard
Fashion Illustrator 80
Type Designer
Illustrator 84
Sign Painter 111
  a. Show Card
  b. Bill Board
Advertising Designer
Renderer
Letterer
Paste-Up Artist

Architectural Occupations

Architect 57
Draftsman 78
Landscape Architect
  a. Engineer
  b. Designer
City Planner 67
Architectural Renderer
Interior 86
  a. Home
  b. Hotel
  c. Commercial Structures
  d. Shops, Aircraft Interiors

Art Crafts

Weaving Crafts
  Macrame
  Stitchery
  Embroidery
  Hooking

Textile Crafts
Tie Die
Batik
Textile and Fabric Designer 75

Art Production and Manufacturing

Art Equipment
Tools
Paint
Media
Supplies
Framing

Clothing Designing

Couturier
Fashion Designer 68
Costume Designer 72
Hat Designer
Handbag Designer
Shoe Designer
Fur Designer
Pattern Copier
Clothes Copier
Fashion Illustrator 80

Engraving

Photoengraving 98
Calligrapher
Block Engraving
Copperplate
Flatware
Hand
Steel
Rubber
Cloth Design Plate
a. Cutter
b. Retoucher
Hypodermic Syringe
Jewelry 79
a. Letter
b. Ornamental
Machine Engraver Helper

Fine Arts: Painting and Sculpture

Painting 97
a. Water Color
b. Muralist
c. Portrait and Figure Painter
d. Landscape Painter

e. Seascape Painter
f. Still Life Painter
Glass Blower 83
Stabile and Mobile Designer
Potter and Ceramist (Potter Artist) 101
Stained Glass Designer 114
Jewelry Designer 89
a. Emblematic 90
Flatware Designer
Graphics Designer
Restorer
Museum Curator 95
Museum Director 95
Tour Director 115
Art Historian 60
Antique Dealer
Sculptor 108
a. Wood
b. Stone
c. Metal
d. Plastic
e. Kinetic
f. Clay
g. Wax
Diorama Designer and Artist
Printmaker 102
a. Etching
b. Seriograph/Silk Screen
c. Lithographer
Wood Cutter

Governmental and Educational

Art Educators, Private School, Public, College 69, 106
Art Supervisors 62
State Art Supervisors
Audio-Visual Specialists
City Planner 67

Product and Package Design 104

Dishes Designer
Hair and Wig Dresser
Greeting Card Illustrator
Embroidery Designer
Package Designer
Pottery Decoration Designer
Floral Designer 82
Technical Designer
Banknote Designer
Novelties Designer
Wallpaper Designer

Watch Designer
Fabric Designer 75
Leather Designer
Tile Designer

Theatrical Occupations

Movie and TV Cameraman
Cartoonist
a. Animation
b. Title/Background
c. Inker and Opaquer
Stage/Set Designer 113
Art Director
Make-Up Artist 91
Scenic Artist 107
Hair Stylist
Puppeteer

Industrial Designers 87

Transportation
Business Machines
Furniture
Ornamental Metal Work
Color Consultant
Household Items

Newspaper and Magazine Occupations

Comic Strip Cartoonists 64
Single Frame Cartoonist 66
Editorial Cartoonist 65
Courtroom Artist 74
Police Artist
Art Director
Cover Designer--Magazine
Fashion Illustrator 80
Layout Designer
Illustrator 84
Photographer 99
a. News
b. Magazine
Cartoonist

Photography

Filmstrip Making
News Photographer 99
Magazine Photographer 99
Portrait Photographer
Retouch Artist

Micro-Photographer
Aerial Photgrapher
X-Ray Photography
Night Club Photographer
Photoengraver

Police and Medical

Police Artist
Medical Illustrator 92
Tissue Artist
Art Therapist 61
Mortician 94

ARRANGEMENT OF OCCUPATIONAL BRIEFS

Architect 57
Art Director 58
Art Historian 60
Art Therapist 61
Specialist or Supervisor in Art Education 62
Cartoonist--Comic Strip 64
Cartoonist--Editorial 65
Cartoonist--Single Frame 66
City Planner 67
Clothing Designer (Women's) 68
College or University Art Teacher 69
Commercial Illustrator 71
Costume Designer 72
Courtroom Artist 74
Designer, Fabric (Textile) 75
Display Manager 76
Draftsman 78
Engraver--Jewelry 79
Fashion Designer 75
Fashion Illustrator 80
Floral Designer 82
Glass Blower 83
Illustrator 84
Interior Designer 86
Industrial Designer 87
Jeweler and Jewelry Designer 89
Jewelry Designer--Emblematic 90
Make-Up Artist 91
Medical Illustrator 92
Mortician 94
Museum Director and Curator 95
Newspaper and Magazine Photographer 96
Painting--Painter (Fine Arts) 97
Photoengraver 98
Photography--Photographer 99
Potter Artist 101
Printmaking--Graphic Artist 102
Product and Package Design--Commercial Artist 104
Public School Secondary Art Teacher 106
Scenic Artist 107
Sculpting--Sculptor 108
Sign Painter 111
Stage-Scenery Designer 113
Stained Glass Designer 114

Teacher, High School Art 106
University Art Teacher 69
Tour Director 115
Window Display--Advertising and Marketing 116

ARCHITECT

Plans buildings and other structures and supervises their construction. An architect's goal is to design structures which are safe, useful and pleasing in appearance.

EDUCATION

College degree required . . . four to six year course. Also a twelve-year apprentice program.

OTHER REQUIREMENTS

Licenses: After three years as an apprentice and passing a special examination.

Special aptitudes: English, mathematics, physics, chemistry, sociology, and economics, as well as courses in architecture, structural theory, history of architecture, architectural design, working drawings.

WORKING CONDITIONS

Works both indoors and outdoors, usually a forty-hour week. Jobs open in all parts of the country. Firms may vary from one-man outfits to large organizations. Opportunities are increasing. Wages range from good to very good.

Works with people who have creative ability, enthusiasm, and the capacity for hard work.

FOR MORE INFORMATION READ:

"Employment Outlook for Architects," Occupational Outlook Handbook.

Architects: SRA Brief Number 6.

(Both of the above available with many counselors)

Architecture: Man in Possession of His Earth by Frank Lloyd Wright, Doubleday.

First Book of Architecture by Lamont Moore, Watts Pub.

From Stones to Skyscrapers by Thea and Richard Berrere, Dodd, Mead.

Should You Be an Architect? by Pietro Belluschi, New York Life Insurance.

ART DIRECTOR

Must have working knowledge of marketing, industrial design, lay-out, promotion, lettering, illustration, and advertising. Primarily the job is directing the activities of these specialists. Skilled in the art of communication, sells ideas on promotional advertising to prospects and then directs a team of experts to the creation of the product.

EDUCATION

High School: Art classes, mechanical drawing, advertising art, art history, business, speech, debate, and math.

Special Training: Apprenticeship in the field in as many of the specialized areas as possible.

College: Art major, specializing cross sectionally: drawing, painting, lay-out, graphic design, fabric design, industrial design, lettering, color, illustration. Also special courses in advertising, business, speech, English, economics, and sociology.

Other Requirements: Apprenticeship or on-the-job training, an ability to work well with people.

WORKING CONDITIONS

Works indoors; the work is light. Vacation, probably two-three weeks, sick leave, 10 days. Retirement: Profit sharing with company and social security. Health plan, usually. Will probably work with five to fifteen people, eight hours a day, and most likely in a city.

Demand is little at present, but increasing.

Income is middle to upper middle: $13,000 to $35,000. Little chance for advancement since this is the top.

ENTRANCE

Usually by application to employer.

ADVANTAGES

The work is important--all economic fields are in need of the service. The work is creative, dynamic, and sufficiently varied--never boring. Works with first-rate, active people. Fills a part of the world that really counts.

DISADVANTAGES

There are some pressures. It is difficult to be diplomatic with the few rude persons. Must meet deadlines.

SOCIAL IMPORTANCE

It is the communicating arm of free enterprise. Socially would rate upper middle class and about the same economically. It is also personally gratifying to realize this is an important position wherein the fruition of creative ideas can be realized.

SOURCE

Mr. William Onyon
Art Director
Evans Advertising Agency
110 Social Hall Avenue
Salt Lake City, Utah 84111

ART HISTORIAN

Studies and analyzes the records of the past. Teaches, does research, writes and lectures. Identifies, preserves, and makes available historical material of value. Prepares exhibits. Serves as consultant.

EDUCATION

Usually a Ph.D. is required for more important positions.

OTHER REQUIREMENTS

Experience in art historical research.

WORKING CONDITIONS

Works indoors; the work is light. Vacations, health plans, retirement plans, sick leave are provided by employer.

The demand for workers in this field is increasing.

Works with museum or university staff.

ENTRANCE

Make application to employer, will probably have to take an examination. The openings are good for men or women with Ph.D.'s; there is considerable competition for the top spots.

ADVANTAGES

Self-supervised, meet many different people.

DISADVANTAGES

Much categorizing of materials, dates, etc.

SOCIAL IMPORTANCE

This job is one which carries respect with it since individuals in it are so highly trained.

The district art supervisor does not spend much time away from home.

ADVANCEMENT

Many states have a state art specialist who works for the state board of education. The job of the state specialist is very similar to that of a district supervisor. The state specialist is to the districts what the district supervisor is to the schools. If a district does not have a district art supervisor, it may call on the state specialist to fill that role. This position would be considered an advancement above that of the district supervisor, but in many cases a state specialist is not paid as much. The state specialist may often have to be away from home since the specialist has to serve the whole state.

CARTOONIST--COMIC STRIP

Draws, inks, and writes story lines for continuous comics used in newspapers. Sometimes the cartoonist creates original strips and sometimes a person will work for an established cartoonist doing the drawing, inking, or writing story lines.

EDUCATION

High school and college art courses are helpful.

OTHER REQUIREMENTS

Experience in cartooning techniques, special aptitudes in drawing, lettering, gag writing. Portfolio.

WORKING CONDITIONS

Works indoors; the work will be light.

Things like vacation, sick leave, etc. are variable, because cartoonist usually works for self, needing only to meet deadlines for paper. Could work far ahead.

The demand is constant, maybe slightly increasing.

Generally works alone.

ENTRANCE

Submit portfolio to editor or a newspaper syndicate.

ADVANTAGES

Works own time. A very creative job. Once cartoonist is established, excellent money can be made. Look at Charles Shultz or Hank Ketcham.

DISADVANTAGES

Plans own time, meets deadlines. This is somewhat like running own business; keeps track of the business end.

CARTOONIST--EDITORIAL

Draws cartoon for newspaper and magazines, either on individual initiative or from ideas assigned by an editor.

EDUCATION

Most cartoonists are self-taught from books, correspondence schools, etc. High school art classes are helpful.

OTHER REQUIREMENTS

A portfolio showing understanding of techniques of drawing, inking, caricature, tools, lettering.

Should have a broad knowledge of current events, especially political events for a political cartoonist.

WORKING CONDITIONS

Much depends on whether one free lances or works for a newspaper or magazine. Vacations, working hours, sick leave, retirement plans, etc. are provided by employers but must be self-provided for the free lancer.

Wages are good, but jobs are limited.

Works with other cartoonists and editors, if employed, alone if a free lancer. May sell by mail and not even contact editor.

CARTOONIST--SINGLE FRAME (GAG)

Creates cartoons and gags to sell to newspapers and magazines.

EDUCATION

Most cartoonists are self-taught and one can find information and training from books, correspondence school, etc. Most college art classes are very helpful to cartoonists.

OTHER REQUIREMENTS

A broad experience helps with ideas and professional technique in drawing cartoons.

Cartoonist also needs an aptitude for drawing with pencil, ink, and design plus writing humorous gags.

WORKING CONDITIONS

Works indoors; the work is light. Vacations, health plans, sick leave, etc. depend on whether cartoonist is a free lance artist or employed by a newspaper or magazine.

ENTRANCE

Submits work to papers and magazines which use the type of thing the cartoonist has created; if the work is good, it will sell.

ADVANTAGES

Work schedule can be set by cartoonist.

It is a creative job

DISADVANTAGES

Needs self-discipline.

Needs to manage own office or studio and everything that goes with working alone.

CITY PLANNER

Does city or county planning; watches newspapers for stories on sanitation problems, zoning, new housing developments, urban renewal, clearance projects.

EDUCATION

High School: College preparation program is essential. English, science, history, and mathematics. Courses in art and mechanical drawing useful.

Bachelors degree in city planning, architecture, landscape architecture, engineering or public administration.

Also requires two years graduate school.

A summertime apprenticeship program is available

OTHER REQUIREMENTS

Summertime experience is required.

There is also an organization: American Institute of Planners, also American Society of Planning Officials.

WORKING CONDITIONS

Work is both indoors and out; work week is 35-40 hours.

There are currently 7,000 professional planners; demand is increasing.

Wages range from $6,500 to $30,000 depending on size of city.

ENTRANCE

Try government agencies, mainly city, county, and metropolitan planning divisions. The demand for planners far exceeds the number available.

CLOTHING DESIGNER (WOMEN'S)

The designer is an artist who creates style concepts for wearing apparel. A designer may make individual sketches or convey individual design ideas to a sketch artist. The sketches are reworked, then detailed scale drawings are made of each part of the garment. The designer cuts the master pattern, gives details on construction, fabric type, and color schemes. The designer also estimates cost, displays new styles to salesmen and attends meetings of other buyers and designers. Designers must be aware of current fads, public demands, and style changes in foreign countries as well as in the U.S.

EDUCATION

Should finish high school. Trade school desirable if courses of this type are offered. Four years of college are very desirable, and specialized schools are available.

OTHER REQUIREMENTS

Artistic and creative ability, good color and form sense, strong interest and ability in working with textiles. Must get along well with others. Must have drive and energy, be alert, ready to accept changes and have good business sense.

WORKING CONDITIONS

Work is indoors, light. Working time is usually a forty-hour week, may have overtime to meet deadlines. Most jobs are located in New York City, Chicago, St. Louis, Dallas.

There is a constant need for workers; the need is increasing and may pay from around $18,000 pear (1974).

Needs to cooperate with workroom personnel, buyers, clients but usually does designing independently.

ENTRANCE

Usually by application to employer.

ADVANTAGES

Works on individual initiative. Feeling of accomplishment and creativity. Good wages.

DISADVANTAGES

Deadlines mean designer must work under pressure for long periods of time.

SOURCE

Careers, Inc., Largo, Florida, 1974.

COLLEGE OR UNIVERSITY ART TEACHER

There are many facets to college art teaching. Much depends on the special area of art wherein the teacher has expertise. The art teacher who is a printer has a somewhat different work than the art teacher who is a sculptor.

Duties of college teachers are determined primarily by academic rank. Instructors teach undergraduate students, counsel students and take on other teaching or administrative duties assigned them by the department head. Assistant professors and associate professors usually have more upper classmen and graduate students in their classes. The higher ranks are achieved through experience.

The full professor ranks highest among college teachers. In addition to teaching a professor may take on administrative duties that can lead to such positions as dean or other full-time administrative posts. Most professors, however, prefer to concentrate on teaching, their own art work, or writing.

EDUCATION

Education is the prime determinant in the appointment and promotion of college teachers. A masters degree is the minimum requirement, and in many instances, a doctors degree is required.

A masters degree requires one to two years of college work beyond the bachelors degree, depending on the subject and the college. In some cases, candidates must submit a thesis on a special topic from the major field of study.

WORKING CONDITIONS

Many college teachers are paid to work a basic nine-month term during which they have regular school holidays and usually a week vacation between semesters.

Time is available for work, travel, study, or other pursuits.

Retirement provisions for the college teacher are very attractive. Some institutions offer retired professors half of their highest teaching salary. Contributory pension plans are among the best in existence. An increasing number of college teachers are also choosing to participate in social security.

Some teachers have the opportunity to teach during the summer session of eight to ten weeks, either in their own institution or in another school. Statistics show, however, the rate of pay is often lower than for the regular session teachers and their families are attracted to summer schools in pleasant vacation areas where they may enjoy a paid vacation with only a few hours a week teaching. Rarely does a college teacher work less than sixty hours a week. For most teachers, however, the hours spent in academic pursuits are an intermeshing of work, hobbies, social life, and general intellectual interests.

The current demand for college teachers is low and decreasing.

The intangible rewards for teaching are far more attractive than the monetary ones. The popular picture of the vastly underpaid professor is no longer a valid one, however. According to statistics of the U. S. Office of Education, the median salary paid to college teachers of all ranks in the academic year of 1964-65 showed an 11% increase in two years. College teachers and their families receive a number of extras that are not found in many businesses and professional occupations. One of the most generous is the sabbatical leave granted by some universities every seventh year. It usually provides half pay for a full year, or full salary for a half year, to enable the professor to study abroad, travel, write, create, or do research.

COMMERCIAL ILLUSTRATOR

A commercial illustrator is a commercial artist who creates art work designed to attract attention to a specific book or other item. Many work on a free-lance basis; some hold staff positions in publishing firms. The illustrator usually gets information about the book or other item and then creates the cover design.

EDUCATION

High school required; four year college would be helpful.

OTHER REQUIREMENTS

The more experience the better the assignments, pay and advancement. Natural artistic talent, the ability to sell ideas and work. Patience, persistence, and responsibility.

WORKING CONDITIONS

Things such as hours, sick leave, vacation, retirement, etc. depend on whether the illustrator is free lancing or working for someone.

The demand is increasing; wages are good.

Works with editors, publishers, and art directors.

ENTRANCE

A portfolio and resume listing education, special training, and practical experience to submit to employers are essential.

ADVANTAGES

The work is stimulating and creative. The illustrator derives great satisfaction from seeing his/her work in print. Many free lancers establish their own studios where they earn excellent livings.

DISADVANTAGES

Artist must frequently change ideas and art work to please editors and publishers. Some job insecurity for the free lancers. Beginners often must accept very low-paying jobs.

COSTUME DESIGNER

Decides how a performer should be portrayed and outfitted for a dramatic production.

EDUCATION

There are very few classes especially for costume designers. Courses in fashion design and advanced study in fabric would be the most helpful. The training must be intensely art oriented. Anyone interested in costume design needs a knowledge of history of costume, theatre and ballet design, lighting, photography, fabrics and what they can do. Drawing and painting ability is essential.

OTHER REQUIREMENTS

Special aptitudes for a designer include training the eye to be constantly aware of color, texture and "looks."

Needs verbal intelligence to be able to sell ideas and work with others. Must have creative imagination, demonstrate artistic ability and judgment. The beginner usually starts as a sketch artist or assistant designer. Previous experience is important, because most jobs require recommendations.

WORKING CONDITIONS

Most work is concentrated in areas where there is film making and television production. Works indoors, sometimes with others. Other people are usually around.

The more successful designers earn from $500 to $1000 per week.

The hours of work are not consistent. They vary according to deadlines.

ENTRANCE

Some costume designers secure assignments through agencies or occasionally through the Costume Designers Guild. However, most assignments come through the recommendation of people with whom the designer has previously worked. Because of the economic state of the business today, single feature or television shows cannot afford the services of a full-time designer.

Advancement to movie assignments or TV series is made to designers with proven skill and creativity. It is not based on length of employment.

ADVANTAGES

Creative satisfaction.

DISADVANTAGES

Sometimes hours are long to meet deadlines. Employment is uncertain.

FOR ADDITIONAL INFORMATION, WRITE:

Costume Designers Guild
11286 Westminister Street
Los Angeles, California 90066

COURTROOM ARTIST

Works graphic arts for TV station. Does courtroom portraits locally and nationally. Does pastels, quick black and white sketch, colors and inks, some water colors.

EDUCATION

Art classes in college would be very helpful. Lots of practice at fast work is important.

OTHER REQUIREMENTS

Needs a portfolio to show prospective employers. Must be quick and set down what is seen. Also, must be able to make picture to fit the story using given information.

WORKING CONDITIONS

Works indoors. The work will be light. Employer provides vacation, health program, retirement program, sick leave. Working hours will be forty per week.

The work is limited, and prospects are decreasing as camera is gaining more entrance in the courts.

Wages start at $4.00 per hour.

Works with all kinds of people.

ENTRANCE

Will get job through application to employer. Ms. Taylor got her job through an agency.

ADVANTAGES

Learn a lot from the job, seeing work produced in the paper.

DISADVANTAGES

Daily pressure, deadlines.

SOCIAL IMPORTANCE

Illustrating courtroom scenes where the people could not get a view of otherwise. Improving news stories.

SOURCE

Ms. Karla Allen Taylor

DESIGNER, FABRIC (TEXTILE)

Designs fabric (textile) of all kinds, including clothing, draperies, upholstery, plastics, gift wraps, wallpaper. Designer plans the design, makes the original sketch, suggests color combinations, and often mixes paints to get the desired shades. When design is approved, the designer traces the original design in repeat position to fit size of fabric. May begin career as a colorist who mixes colors and paints designs originated by another designer. Next the designer may plan layouts and put designs in repeat. If the designer shows ability after this experience, the designer may be allowed to create own design.

EDUCATION

Requires high school, may require trade school or four year college, has an apprenticeship program.

Experience is helpful.

Special Aptitudes: Must have talent and skill, creativity, eye-hand coordination, manual dexterity, imagination. Must also have sense of color, line ability to draw, knowledge of fashion and good taste.

WORKING CONDITIONS

Indoor, light, a forty-hour week.

JOB OPPORTUNITIES

Increasing; wages are good, opportunities for advancement depend on ability. There is job training available. Works with stylists, colorists, fashion designers, other creative individuals.

ENTRANCE

Usually by application to employer. The number of openings varies. Some are for only one season, some free-lance, some work year-round. There is a degree of uncertainty and insecurity in this job as well as pressures and strains.

ADVANTAGES

Earnings good. Satisfaction, stimulation, challenge for successful designer.

DISADVANTAGES

Pressures and nervous tensions with the job. Not for those who are frustrated by change.

SOURCE

Careers, Inc., Largo, Florida, 1969.

DISPLAY MANAGER

This position entails responsibility for planning and delegating work to others. The display manager is usually involved in all creative activities of the designers, sign painters, and merchandising displayers with him/her. The display manager is principally displaying or arranging merchandise into attractive presentations which promote sales. It is a "hands-in" occupation of creating attractive settings in which to display merchandise for sales promotion.

EDUCATION

High School: Art, mechanical drawing, art history, business, psychology, shop work, and English.

Special Training: Apprenticeship for several years. Art courses including design, color, creative composition, interior design are desirable. Courses in merchandising and setting, management and psychology are also desirable. A college degree is recommended.

OTHER SKILLS

Supplemental skills of lettering, sculpturing, and painting are helpful. Special aptitudes in art, manipulation skills, and the ability to manage people are necessary.

WORKING CONDITIONS

Works mostly indoors, a little outdoor work. Usually the work will be light.

Vacation, usually two weeks, sick leave, and health plans vary with companies.

Retirement: Pension plans and social security.

Working hours, usually forty-hour week, with some overtime needed for some special promotions. Usually works with many people, probably in a city.

Opportunities are increasing; the number of jobs seems unlimited.

ENTRANCE

Application to employer, with an apprentice program.

ADVANTAGES

The working environment is clean and pleasant. The people working in this field are generally intelligent, dynamic, and creative. It is sufficiently varied to be stimulating. It also is rewarding in salary.

DISADVANTAGES

Working with paint, glue, paste, props, and merchandise can be messy. There can be considerable pressure at times to meet deadlines.

SOCIAL IMPORTANCE

The promotion and sale of merchandise support the free enterprise system. Advertising informs the prospective customers as to the use and quality of the goods. It stimulates business. Display managers are in the upper middle class. The job is rewarding socially and psychologically.

DRAFTSMAN

Draws plans for objects such as space capsules, TV sets, bridges, and most other objects before workers can make them. Translates the ideas, rough sketches, and calculations and measurements of engineers, architects, and designers into working designs. May calculate the strength, reliability and cost of materials. Draws maps that show what the surface of the land is like. Uses mathematics such as trigonometry and geometry to prepare the drawing for an object.

EDUCATION

High School: Lettering, mechanical drawing, freehand drawing, shop courses, and physical sciences, algebra, geometry, trigonometry.

Apprentice program combined with technical school. Utah Technical Colleges in Salt Lake City and Provo offer a program in drafting. All colleges and junior colleges offer courses in drafting that can qualify one as a draftsman.

SPECIAL APTITUDES

Draftsmen should be precise in their work, patient, neat, proud of their work, creative.

They need fine eye-hand coordination, good judgment concerning size and distance, and a concern for detail.

They should be able to do free-hand drawings, use their eyes in close work for long periods, sit working alone for long periods, follow both oral and written directions carefully.

WORKING CONDITIONS

Most work is done in an office that is well lighted and generally pleasant. Most time is spent at work table. The usual work period is a forty-hour work week. In Utah the demand for workers is on the Wasatch front, mainly Salt Lake City and Ogden. The demand is increasing.

Wages are currently good and are increasing.

New types of industries are employing draftsmen. The usual employers, architectural and engineering firms, manufacturing and research establishments, various state, local and federal agencies, are being supplemented by the plastics, electronics, and computer industries.

ENGRAVER--JEWELRY

Inscribes lettering on, and cuts ornamental designs into silverware and in jewelry by engraving with triangular pointed tools and carving with square pointed tools. Sketches original designs or follows sketch provided. Mounts rings or other pieces in vise, and rotates and tilts vise to obtain best angle. Shaves jewelry to produce bright surface and cuts lines. May operate a drill press to make openings for rivets.

EDUCATION

Should have at least high school. Two-year art courses are helpful. Courses should include art, design, lettering.

OTHER REQUIREMENTS

Good eyesight, a good sense of space relationships, excellent eye-hand coordination.

WORKING CONDITIONS

Wages are good. Works for a fairly large company which will provide health insurance, a retirement plan, and vacations. The demand for workers is limited. Works indoors; the work is light.

ENTRANCE

Apply to employer. There will probably be a pericd of on-the-job training.

ADVANTAGES

Works indoors, a degree of security, light work.

DISADVANTAGES

Much close work can be tiring for the eyes.

FASHION ILLUSTRATOR

It is the function of the fashion illustrator to draw pictures of finished clothing and accessories that have been created by fashion designers. He or she illustrates them as they will appear when worn by a model. The illustrations appear mostly in magazine and newspaper advertising, in fashion publications, and in clothing store promotional catalogs.

EDUCATION

High school. A specialized art school is desirable; two or four year college training would be helpful. Classes in historical fashions will be helpful as well as art classes in drawing, pen and ink, and washes.

OTHER REQUIREMENTS

Experience is helpful.

Interest in clothing and fashions.

Getting along well with others, being able to accept criticism.

WORKING CONDITIONS

Works indoors; the work will be light.

Employers will provide health plan, sick leave, retirement plan and vacation.

Works in clean, well-lighted offices, attractive surroundings with people who have similar interests; such as art directors, copywriters, buyers and manufacturers. The demand for workers is good and increasing. Wages are good.

Some employers provide job training.

Most of the employers are manufacturers in big cities like New York, Chicago, St. Louis, Cleveland, Kansas City, Miami, Dallas, Minneapolis, San Francisco, Los Angeles.

ENTRANCE

Should have a portfolio. Make application to employer.

FASHION ILLUSTRATOR (BASED ON AN INTERVIEW)

The artist is given the clothing to draw, the scrap, and sometimes a layout. The scrap is traced with the new clothes on, then transferred to illustration board where details are added. The illustration is finished in ink with wash or overlap.

EDUCATION

Occupational training, technical or trade school and specialized schools are the best sources of education.

OTHER REQUIREMENTS

Experience is essential. Employers will want to see a portfolio. Should have an excellent aptitude for figure drawing, pen and ink and wash.

WORKING CONDITIONS

Works indoors under a lot of pressure from deadlines. It is a sitdown job. Vacations, retirement, sick leave, working hours, and health plans vary from company to company.

A good artist has a chance for much employment, with wages varying from minimum wages on up. The demand for good artists is increasing.

The demand for fashion illustrators is mostly in large cities. The illustrator works mainly with women.

ENTRANCE

Application to employer. There is not a union.

ADVANTAGES

Being able to do what one likes to do. Hours can be anything because work can be full time or part time.

DISADVANTAGES

Deadlines. Work must be done no matter what.

SOCIAL VALUE

Shows people what is new and available. There is a feeling of reward of seeing one's work published.

SOURCE

Elna B. Dunning

FLORAL DESIGNER

Originates floral arrangements.

EDUCATION

Although a high school education is not a must in this area, it will be helpful in getting ahead. In addition, workers need special training, either on the job or in school to learn basic techniques of flower arranging and care. College training in floriculture and marketing is useful if the designer wishes to operate own shop.

OTHER REQUIREMENTS

A knowledge of and an interest in plants.

WORKING CONDITIONS

Floral jobs are found everywhere. Flower shops are located all over the country, particularly in the cities. Jobs are found through word of mouth, want ads, and employment agencies.

ADVANTAGES

Independence of owning and operating own shop.

DISADVANTAGES

Jobs are more available in cities than in rural areas.

SOCIAL IMPORTANCE

An important member of the community whose skill is admired and respected, the florist is called on for guidance and assistance on innumerable occasions: weddings, funerals, parties, etc.

FOR MORE INFORMATION WRITE:

Rittner's School of Floral Design
345 Marlborough Street
Boston, Massachusetts

GLASS BLOWERS

A true glass blower makes standard and customary tubes for chemistry departments. A glass blower who makes figurines generally has a limited knowledge of glass blowing and does more "blob and dob" work.

EDUCATION

High school.

There are no specialized schools in the U.S.; all are in Europe.

OTHER REQUIREMENTS

Three years' experience, 8 to 10 years to be good.

Business license.

Must like exacting work.

WORKING CONDITIONS

Light, indoor work, vacation, retirement, sick leave benefits (if working for a university). Working hours vary. No demand for workers. Wages and opportunities vary.

ADVANTAGES

Personal satisfaction that one can make something a machine cannot produce.

DISADVANTAGES

Limited field of work. Working with exact measurements.

SOCIAL AND PERSONAL REWARD

Making a product by hand. Being a specialized, skilled craftsman and being rewarded monetarily for work.

SOURCE

Dependable glassworks.

ILLUSTRATOR

An assignment develops for the illustrator through a talk session wherein rough sketches and layouts of ideas are developed. He then takes this information to his department and proceeds to create illustrations that can fulfill the assignment. The illustrator could work "free-lance," thus setting own working hours and specializing in a certain field.

EDUCATION

High school training in general art classes, illustration, drawing, color, mechanical drawing, painting and lettering.

College or commercial illustration school and/or graduate school could help. Advancement through apprenticeship is likely. A well-rounded college education would be helpful but not imperative. Art courses, especially drawing, illustration, color painting and lettering are basic. Classes in fabric design, graphic design and industrial design are also helpful.

SPECIAL ATTRIBUTES

A high degree of skill, dexterity, and versatility is needed.

WORKING CONDITIONS

Light, indoor work in the city. Usually works an eight-hour day unless free lancing. Two week vacation, two week sick leave, profit sharing and social security unless working for self. There is little demand for jobs at this time, but demand should increase in the future. Opportunities for advancement are in relation to amount of talent.

Training is available in private institutions or colleges; apprenticeship is on the job.

Works with dynamic and creative people; however, most of the time works alone.

ENTRANCE

An illustrator gets job by application to employer. There are no special examinations and no union requirements.

ADVANTAGES

The illustrator enjoys considerable freedom, has excellent working conditions and is creatively engaged in work of great worth. Recognition depends on skill and runs from average to the highest.

DISADVANTAGES

It involves considerable pressure at times. This comes from satisfying the demands of people and meeting deadlines.

SOCIAL IMPORTANCE

A good illustrator can enhance and attractively present a product so it will sell. The success of a product on the market can depend upon the illustrator. Social respect: good to very good depending on the flair or skill possessed.

Personal Reward: Creative work can always be rewarding, especially when one's efforts are enjoyed by many people. Economic reward is ample to very high.

SOURCE

Dale Kilbourn (Personal experience)
Evans Advertising Agency
110 Social Hall Avenue
Salt Lake City, Utah 84111

INTERIOR DESIGNER

Designs space for stores, offices, restaurants, homes, apartments, rooms, etc. Picks color schemes and furniture.

EDUCATION

Should attend specialized schools and a four-year college. Needs to learn to do lay-outs, floor plans, drawing, and mechanical drawing. He should also have a knowledge of perspective, color, furniture, and furnishings.

WORKING CONDITIONS

Works both indoors and outdoors.

Can work free lance or with a firm. May work for a firm ranging in size of from one person to two hundred.

Working hours will be forty hours per week, plus some overtime. Most likely there will be a health plan, a retirement plan, and a vacation plan at work.

Wages are good, ranging from about $450 per month to start to $25,000 per year. The demand for interior designers is increasing. The number of openings varies. Works with architects, landscape architects, decorators, all of whom are professional, creative people.

Most jobs are in cities but can be small cities as well as the big ones.

ENTRANCE

Usually application to employer, but it is possible to free lance.

ADVANTAGES

Being a professional, creative, and imaginative, working closely with people.

FOR MORE INFORMATION WRITE:

Peter A. Koenig
Art Department
Utah State University
Logan, Utah 84322

Most libraries have magazines or books on the career.

INDUSTRIAL DESIGNER

The industrial designer's job consists of planning, designing and re-designing consumer products, industrial equipment, transportation equipment, product packaging, etc. According to the Dictionary of Occupational Titles, an industrial designer designs a variety of products, such as ash trays, electric irons, furniture, lamps, motor vehicles, radio cabinets, and washing machines, taking into consideration cost, utility, and specifics stipulated by individuals for whom the design is being made. Designs the form of a range of products and does not develop engineering principles or mechanical specifications. Duties require the designer to consider safety, customer appeal, and convenience. Needs a basic understanding of engineering principles, marketing procedures, and familiarity with the capabilities of employer so that the products designed can be manufactured and marketed at competitive prices. In performing the job, the industrial designer considers such things as the type of customer buying the products, how the product is used, the production facilities available, and the competition. The designer must be able to work with model makers, engineers, and scientists in determining some of the requirements of the design.

EDUCATION

High school classes which help are: English, art, mechanical drawing, shop, physics, math, social sciences, and business marketing.

A B.A. or a certificate in industrial design is required. Some technical schools also offer training for the certificate.

OTHER REQUIREMENTS

Should have a basic understanding of physics, marketing, ability to sell work, a basic knowledge of human relations.

Good art aptitude, creativity, and the ability to concentrate and pursue an idea until completion are necessary.

Must have the ability to express self, to be observant, and analytical. Must be able to accept criticism without being discouraged; accept responsibility and work under pressure.

Must have good mechanical and math aptitude, a good sense of shape, color and balance. Must be able to visualize objects in three dimensions.

WORKING CONDITIONS

Usually works indoors in air-conditioned offices. Many hours are spent at the drawing board; some work in clay, wood, and plastic is done to prepare molds. Some time is spent in research with the public. Hours are usually 35-40 weekly. Overtime may be needed to meet deadlines. Free lance designers very often need to work longer hours.

Advancement is a time consumer. Beginners are usually involved with rough sketches, drafting and model making. They start as assistant designers, then progress to designers, project leaders, and then chief designers.

Competition for jobs is keen.

ENTRANCE

Most universities and specialized schools have placement centers. Direct application to employers can be made to industrial concerns or to consultant agencies. A carefully prepared resume and a portfolio of work are important. Approximately 300 firms in the U.S. specialize in industrial design; most are located in New York, Chicago, Detroit, and Los Angeles.

ADVANTAGES

Salaries start low but raise quickly. Prospects for jobs in this area are good.

SOCIAL IMPORTANCE

Industrial designers make machines fit the people instead of the people having to adapt to the machine.

The elements of beauty and function are now of equal importance.

FOR MORE INFORMATION

SRA work brief #161, 1972.

Industrial designer, from Occupational Outlook Handbook of the U.S. Department of Labor.

Industrial Designer's Institute
441 Madison Avenue
New York, New York 10022

National Association of Schools of Art
50 Astor Place
New York, New York 10003

Industrial Designers Society of America
1750 Old Meadow Road
McLean, Virginia 22101

Art Center College of Design
5353 West Third
Los Angeles, California 90020

JEWELER AND JEWELRY DESIGNER

Must be able to repair jewelry, size rings, set stones, cast wax using lost method, finish cast products, fabricate by cutting and forging, design, and work with intricate precision.

EDUCATION

High and specialized schools. Good only if they teach some of the skills listed in the first part of the sheet. Utah Technical College may set up such schooling.

OTHER REQUIREMENTS

Experience on the job. Refer to skills listed in part one. It apparently takes six-eight years to have complete comprehension.

WORKING CONDITIONS

Sick leave, retirement, vacation, health plans depend on the company.

Working hours will be 40 to 44 hours per week.

Demand for jewelers is increasing; wages range from $3.00 to $10.00 per hour with commissions at times.

Works with industrious people, able to work on their own.

ENTRANCE

Application to employer. The field is almost wide open.

ADVANTAGES

The feeling of accomplishment of a finished product.

DISADVANTAGES

Constant pressure from business firms that insist that their work be done yesterday.

SOCIAL IMPORTANCE

There is a feeling of satisfaction in producing or finishing an article of beauty for personal adornment.

SOURCE

Abe Freshman
Limbs Jewelry
Redford's Jewelry

JEWELRY DESIGNER--EMBLEMATIC

Produces emblematic designs for large firms such as General Motors, Union Pacific, First Security, etc. The designer must be able to create designs from logos, work with fine detail, mix colors, hand letter, use air brush and pen and ink. Designer must also work with speed under conditions of competition and accuracy.

EDUCATION

High School: Art classes, lettering, etc.

Other: Occupational training and apprenticeship program necessary. Technical or trade school or four year college would help but is not necessary.

Special Requirements: Three months to one year experience. Should have a portfolio. No license or union membership required.

SPECIAL APTITUDES

Must be able to work with fine detail in creating designs. Must have manual dexterity and patience.

WORKING CONDITIONS

Light, indoor work. Usually has vacation as well as sick leave, health and retirement plan. Regular 40 hour work week. Works with about 10-17 other employees. There is a need for good workers, but there is no increase in demand for jobs. The people are industrious and able to work on their own.

ENTRANCE

By personal interview and portfolio.

SOCIAL IMPORTANCE

Creating a thing of beauty for personal adornment and prestige.

ADVANTAGES

The satisfaction of using art ability to create.

DISADVANTAGES

Work under pressure.

SOURCE

O. C. Tanner's Department Head, Wilford Stranton

MAKE-UP ARTIST

The make-up artist prepares the actor and other personnel for filming or TV broadcasts by applying cosmetics.

EDUCATION

A background in the liberal arts, beginning in high school, lays an excellent foundation. A course in cosmetology would be beneficial to the make-up artist.

In college one would pursue special abilities in art including figure drawing, portrait painting, basic drawing and art history, color and light theory.

SPECIAL APTITUDES

Special abilities in portrait painting, an understanding of color in relationship to light, and good hand-eye coordination are necessary. Ability to work with a wide range of people is essential.

WORKING CONDITIONS

The job opportunities in make-up working in TV, motion pictures, or on Broadway are controlled by the unions. The possibilities of getting into the union are so slim that it almost takes a death to get into the profession. In fact, the trade is usually passed down from father to son.

NOTE: No one graduated from the University of Utah has ever made it in the field of make-up. There are no existing jobs for make-up artists in the area of education. Each actor is his own make-up artist.

SPECIAL NOTE

William Barber, associate professor at the University of Utah, furnished the above information. Mr. Barber also stated that the largest demand for make-up artists comes from the CIA. They contact Mr. Barber once every six months searching for prospective CIA members.

The CIA requires a make-up artist to have a B.A. in theatre with an emphasis on make-up. If one passes the months of interviewing and evalution, this person is then ready for the two-year training program with the CIA.

MEDICAL ILLUSTRATOR

Medical illustration is a small art specialty field in which artists draw subjects devoted to the medical profession. The medical illustrator makes sketches and constructs tri-dimensional models to illustrate surgical and medical research procedures, anatomical and pathological specimens, unusual clinical disorders, micro-organism, and plant and animal tissues. Develops drawings, paintings, diagrams, and models illustrating medical findings for use in publications, exhibits, consultations, and research and teaching activities. Completes illustrations in pen and ink, monochromatic wash, watercolor, carbon dust, and mixed media. Constructs or advises in the construction of teaching models in plaster, wax, plastics, and other materials. Devises visual aids to assist in interpreting research programs. May specialize in drawings of plant and animal tissue and be designated as histological illustrator.

EDUCATION

Only about half a dozen colleges offer a medical art program, but it is possible to by-pass this training by taking science and art courses in a regular liberal arts college. Commercial art plus medical school are most desirable.

SPECIAL APTITUDES

Special abilities in art, figure drawing, detail drawing, excellent eye-hand coordination, and precision. Should have an interest in the medical field. Ability to meet and work with wide range of people, flexibility, imagination, self-discipline are necessary.

WORKING CONDITIONS

Most medical illustrators work at university research-medical centers. Women have been particularly successful in this setting. Some medical illustrators choose to free lance, and a very few work for advertising agencies.

Salary Range: $10,000-$20,000 per year.

ADVANTAGES

The work of the medical illustrator is steady and provides security for the well-qualified person. There is considerable challenge involved at times, and the work carries the satisfaction of the knowledge that one is putting artistic talent to work for the health benefit of mankind.

DISADVANTAGES

There is a small and highly specialized career field, and competition is keen for the better jobs. Observing surgeons at work on patients could prove too much for some of those with artistic and sensitive temperaments.

FOR MORE INFORMATION WRITE:

Medical Illustrator
Association of Medical Illustrators
Mr. Richard Myers
Corresponding Secretary
Department of Scientific Assembly
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Medical and Scientific Illustrators
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
4 pages, 45¢ Ask for latest revision.

MORTICIAN

Makes arrangement for and conducts funerals. Makes plans, helps in selecting coffin. arranges floral displays, publishes death notice, selects burial plot. Prepares the body for burial, including make-up.

EDUCATION

Two years of college are required to enter mortician school. Then one year of apprenticeship, one year of mortician school.

OTHER REQUIREMENTS

Must pass state board and national board examination to become licensed.

WORKING CONDITIONS

Works indoors and out. Work can be both heavy and light.

Wages $500 month to start--$700 to $1000 top.

The demand is increasing; apprentice program is helping.

On call twenty-four hours a day. Works with all kinds of people.

There are only two women morticians in Utah in 1975.

ADVANTAGES

Challenging. Satisfaction in making body look good. Services to the family.

DISADVANTAGES

On call all the time. Vacations very few.

MUSEUM DIRECTOR AND CURATOR

Has care of the collection; is the caretaker. Lectures and buys art objects for the museum art dealer. Is an authority in the field. Is an art historian.

EDUCATION

A Ph.D, is usually essential for the job except in smaller private museums.

OTHER REQUIREMENTS

Experience in a museum.

Interest in art, history, science, education.

Self-supervision, ability to work with others.

WORKING CONDITIONS

Works mainly indoors, some outdoor work. Mainly the work will be light. Vacations, health plans, sick leave, and retirement are usually provided.

Works six or seven days a week. It is important to like all kinds of people.

ENTRANCE

Application to employer.

There has been a tremendous upsurge in the number of museums being built because of a growing population with more leisure hours. One-third of the nation's museums have been built since 1950. As a result, museum occupations are relatively new, but a person with a scholarly, artistic, or scientific turn should be able to find a suitable position.

ADVANTAGE

Extremely varied work, opportunities for creative work and self-development. Sometimes get to travel on expeditions.

DISADVANTAGES

Most museums are open seven days a week and require someone to be supervisor at all times. Working hours may be longer than in some occupations.

SOCIAL IMPORTANCE

People have a growing interest in viewing the art, scientific and mechanical objects of the past; museums are guardians of these.

NEWSPAPER AND MAGAZINE PHOTOGRAPHER

Takes pictures of news events or important persons for use in illustrating news stories.

EDUCATION

A college education is very desirable although not essential.

Must have a background in art, English, sociology, and other areas.

OTHER REQUIREMENTS

Ability and technical knowledge to take pictures under trying circumstances, in conditions far from ideal.

WORKING CONDITIONS

Works indoors and out, mostly light work.

Newspapers will provide vacation, sick leave, retirement plans, and health plans.

Working hours are about 37½ to 40 hours; may be shift work.

The opportunities of work are limited but increasing.

ENTRANCE

By application to employer and joining a union. This career could be either working for an employer or free lancing. Must have capital to buy a good camera and other equipment.

The competition for jobs is keen.

ADVANTAGES

Variety of conditions may lead to exciting experiences and meeting interesting people.

DISADVANTAGES

All types of weather conditions to take pictures in, all hours of the day or night. There are also some hazards.

SOCIAL IMPORTANCE

People want to know and see what is happening or has happened.

PAINTING--PAINTER (FINE ARTS)

The painter creates work of aesthetic import by the skilled application of paint to a surface or ground. The principal accepted mediums for the acrylic painter are: oils, tempera, watercolors, gouache, pastels, polymer, encaustic, resins, fresco. Subjects for painters are: people, religious subjects, landscapes, seascapes, history, mythology, social expression, compositions, decorations. Painters implement into their art work the elements of painting which are: color, line, mass, space, texture. They also use various materials and techniques.

EDUCATION

Special courses which cover color harmony, paint chemistry, cost estimating and paint mixing. Art and business arithmetic are especially helpful.

OTHER REQUIREMENTS

Experience is very helpful. Good health, good eyesight, ability to stand paint fumes.

WORKING CONDITIONS

Employed everywhere, but with more opportunities in large cities and suburban areas.

Increasing affluence is causing increased demand for paintings. Wages are really unlimited; they vary with demand and the fame of the artist.

ADDITIONAL INFORMATION

Paintings may be classified according to subject or style, such as painting, fresco, miniatures, murals, portraits, landscapes and real impressionist, pop and op art as well as hard edge.

New developments such as spray painting and improved paints are adding interests.

PHOTOENGRAVER

Performs any of the following tasks entailed in the preparation of copper or zinc plates used in printing, particularly in half-tone reproduction work. Nails prepared plates to wooden blocks to make block type high for use in printing. Photographs illustration material to prepare negatives that are later used in preparing zinc or copper plates for etching. Etches photographically printed zinc or copper plates with acid to prepare them for use as printing plates. Refines or corrects imperfections to the designs on etched zinc or copper plates to finish them in final form for use as printing plates.

EDUCATION

At least high school. Must be 18 to begin in the apprentice program. Courses recommended include math, chemistry, physics, photography, and art. On-the-job training is the best training. Some companies offer schools along with the apprentice program. The apprentice program lasts six years and is jointly sponsored by employers and union.

OTHER REQUIREMENTS

Must have good eyesight, good color discrimination, good eye-hand coordination. Must also have good stamina; job requires one to stand a lot.

WORKING CONDITIONS

Forty hours a week, not much shift work unless working for a newspaper. There are 17,000 employed photoengravers in the U. S. Openings are limited because the unions control the number of apprentices.

Wages are good; they were $5.69 an hour in 1967. Apprentices start at 40% of the journeyman's wages.

ENTRANCE

Must begin in apprentice program. Unions really control the number.

ADVANTAGES

Don't have too much shift work, can always find a job.

DISADVANTAGES

Work is hot, a little danger in the work with chemicals.

PHOTOGRAPHY--PHOTOGRAPHER

Photographs people, places, things to create motion picture sets, original merchandise, exteriors, interiors, machinery, and fashions. Uses a variety of cameras, lenses, film and other equipment; arranges lights and moves objects to achieve the proper background. Sets cameras at desired angle and distance from subject; develops, enlarges, and prints pictures, reduces, intensifies. May take portraits, news photos, aerial photos, or may be a movie or TV cameraman; may specialize as studio, industrial, or press photographer.

EDUCATION

High school is essential; a two-year course at a technical college is desirable. Some college training makes advancement more likely. Anyone interested in a career in photography should have a general academic background; knowledge should extend beyond the mere technical knowledge of taking pictures.

High school courses necessary include math, chemistry, physics, art, and photography with darkroom experience.

College or trade schools should help develop a sense of color, form manual dexterity, and teach photographic techniques.

OTHER REQUIREMENTS

Ability to judge news value, imagination, originality, good eyesight, color vision, artistic talent and the ability to put people at ease.

WORKING CONDITIONS

More people work in labs than as photographers.

Works indoors or out; work ranges from heavy to light. Many photographers are self-employed. Those employed by companies enjoy health benefits, vacations, sick leave and retirement. Free lancers must provide these for themselves. The companies have a 40 hour work week; free lancers determine their own hours. There are approximately 65,000 people employed in photography; 12% of them are women--12,000 of the total are press photographers.

There are approximately 200 openings per year, and the demand is increasing. Most towns have a photography studio, but cities employ most of the photographers. Wages vary from $2.25 to $5.00 per hour. Advancement comes mostly through opening studio or free lancing.

Long hours are required in traveling for most photographers.

ENTRANCE

Through school placement offices, employment bureaus. Want ads are helpful. Apply to studios, camera shops, other employers. May start as an assistant or technician.

A portfolio to present to personnel officers is a good idea.

ADVANTAGES

Photography offers a wide variety of interesting careers. It can be a business, an art, a private service, and/or a hobby. It can be used in industry, science, communications, or business. Researchers, chemists, writers, sellers of supplies and teachers can all have careers in photography.

DISADVANTAGES

It requires a lot of travel. The free lancer will find that leisure time is work-oriented, and this job is the free lancer's life.

Self-employment means self-discipline.

The main disadvantage is that the competition is keen. It is a very competitive industry.

SOCIAL IMPORTANCE

Very important. There is a great reward in being a free lancer. There are the satisfactions of being self-employed, doing enjoyable work, and not being tied down in red tape. In essence, a photographer is about as close to being a free soul as one can be in our society.

SOURCES

Professional Photographers of America, Inc.
1090 Executive Way, Oakleaf Commons
Des Plaines, Illinois 60018

Photographic Society of America
2005 Walnut Street
Philadelphia, Pennsylvania 19103

POTTER ARTIST

Designs and makes pottery that can be used functionally or aesthetically; makes the pottery from clay on a wheel, decorates, glazes and fires in a kiln.

EDUCATION

It would depend on the individual and how much experience he wishes to receive. If a person intended to teach pottery, a four year college education would be desirable.

OTHER REQUIREMENTS.

Experience on the job. A portfolio. The ability to work with others or alone.

WORKING CONDITIONS

Works indoors or outdoors; the work will vary from heavy to light. Large companies will have retirement plans, sick leave, health plans, vacation plans, etc. Free lancers will have to take care of these themselves.

The hours will range from 40 on up.

Wages begin at $3,000.

Be prepared to deal with all types, especially if selling items.

ENTRANCE

Application to employer, with a portfolio.

Must buy wheel, kiln, etc.--$1,000 minimum.

There aren't too many full-time opportunities.

ADVANTAGES

Making products of use and beauty. Doing something proficiently that many people cannot do.

DISADVANTAGES

The cost involved and the messiness of the work.

SOCIAL IMPORTANCE

The objects made enhance the aesthetic beauty of a person's home. Most people respect a person's ability to make something by hand; potter artists get the satisfaction of seeing their work appreciated and purchased.

PRINTMAKING--GRAPHIC ARTIST

The graphic artist creates prints by various replica processes. He prepares plates, screens, blocks, inks, and runs paper through the press to obtain prints. He sets up, adjusts and operates letterpress and offset printing presses, cleans and adjusts press to run sample copies, checks printed copies, makes needed adjustments and keeps the press in working condition. Occupations include typesetting, photoengraving, electrotyping, stereotyping, lithographing, platemaking, presswork, and bookbinding. Each has different requirements.

EDUCATION

High school courses recommended: math, English, mechanical drawing.

Technical or trade school would be helpful; training is necessary. Some employers provide training classes.

An apprentice program of two to five years is required.

OTHER REQUIREMENTS

Some knowledge of physics and chemistry, mechanical ability, manual dexterity, good vision, including color, physical stamina, and alertness. The International Printing Pressman and Assistants of North America is the printers' organization.

WORKING CONDITIONS

Works indoors; the work is heavy and often hot.

Employers provide vacation, retirement, sick leave. Working hours are 40 per week or less.

Most jobs are in cities. There are 85,000 employees; 4% of them are women. There are 2,400 openings per year.

Wages are at present $4.26 to $4.94 per hour. Advancement is to more complicated press, with some chance of opening own printing shop. Competition is higher for foreman or plant manager.

ENTRANCE

Apply to printing shops or plants, union offices, trade school placement bureau. Watch want ads. Contact State Employment Services.

May start as a helper assistant.

ADVANTAGES

Job with a lot of variety because of multiple replica process. Wages offered in printing are among the highest in the U.S. The industry also offers stable employment because economic slumps affect this business less than most. Good printers can always get a job.

DISADVANTAGES

Can be very hot. Requires one to be standing a lot.

PRODUCT AND PACKAGE DESIGN--COMMERCIAL ARTIST

Designs food packages and wrappers, labels, home interiors, window displays, fashions, greeting cards, etc. and patterns for such things as wallpaper, furniture, fabrics, dishes, banknotes, novelties, toys, tile, etc.

EDUCATION

High school, trade school or specialization school; two or four year colleges offer programs for training.

High School: Courses in art, mechanical drawing, photography, painting, printing, English, current events, and history are desirable.

After high school, one must remember that few employers hire high school graduates just from seeing their work. Most employers require from two to four years training at a commercial, vocational art school, or a college art department. Two year commercial art courses are available at Dixie College and Utah Technical Colleges at Salt Lake and Provo.

WORKING CONDITIONS

In 1966 the starting salary in Utah with no extra training other than high school was $200-$250 a month. After additional training the salary increased to around $400 a month. Today, however, the salary has raised to an average of $1,000 plus a month.

Many commercial artists work for themselves instead of just one company. These free lance artists do specific jobs for different companies that may only need their services temporarily. They need a lot of ambition and hustle to succeed, to find the work and to sell themselves. However, the higher pay will compensate for their efforts. In considering the geographic location of jobs in Utah, full-time commercial artists are found in cities the size of Provo or Logan, but most work in the Salt Lake City area. Most work for an advertising agency, a large retail store, a major newspaper, a printing or publishing firm, a manufacturing company, a television studio, or a commercial art company.

In 1965 there were 190 commercial and technical artists in Utah. By the 70's this number will at least triple.

APTITUDES

Imagination, artistic skills, creativity, punctuality at meeting deadlines, speed, good eyesight, good color understanding, good sense of size and proportion, good eye-hand dexterity, self-confidence and enthusiasm. Must be able to work alone without reminders and get along with others.

DISADVANTAGES

Must work under pressure sometimes doing things outlined by someone else. Budgets are usually limited.

SOCIAL IMPORTANCE

Package designing is important to selling products. So much hinges on the visual impact of goods and their packages. It is important not only aesthetically but to the overall economy as well.

PUBLIC SCHOOL SECONDARY ART TEACHER

Teaches art to junior high or high school students. Generally must be able to teach every type of art from painting to sculpture.

EDUCATION

Must finish four year college course to get the required state teaching certificate. The teacher must also have teaching experience gained through student teaching under another teacher.

It is not an absolute requirement to belong to any association; however, most teachers belong to at least two.

SPECIAL APTITUDES

Must have the ability to work well with people. Must enjoy working with young people and have a pleasant personality.

WORKING CONDITIONS

Light, indoor work. Most summers the teacher has three months off, but some summer time must be spent in taking classes to keep teaching certificates up to date and in doing other assignments that the occupation requires.

The salary ranges from $5,000 to $10,000 for a B.S. degree, and up to $18,000 with an advanced degree. (These salary figures reflect the constant need for updating of occupational briefs; i.e. teachers with B.S. degree receive $8,000 - $14,000 in 1976.)

SCENIC ARTIST

Paints scenery and backdrops and other scenery parts pertaining to stagecraft. Reproduces work drawing in color on large, mounted muslin backdrops, first brushing a sizing solution on the muslin, if new, to close the pores. Positions portable palette near work area and blends and mixes paint. Consultants work drawings to ascertain relative positions of the major parts of the scene and lines them in roughly with charcoal. Visually verifies the relative positions of the charcoal subjects. Makes all necessary corrections and proceeds to paint the scene.

EDUCATION

High school training in general art classes and drama classes.

Special Training: Get all the work experience possible working on stage for the preparation of theatre productions in high school, community theatre and college productions.

College: Art major, specializing in drawing, painting, color and sculpture. A minor in theatre is necessary. Emphasis on realistic painting.

WORKING CONDITIONS

The work is heavy and strenuous; requires long hours preparing for production. The work is one of the messiest. There are not many women in the field; it is a job that requires a lot of strength and endurance. The demand is fairly good, but the salary is not the best especially in the education field. The demand is greatest in education.

NOTE: The scenic artist also is employed by TV, motion picture industry and by the larger theaters on Broadway, but the unions are in control of those workers. It is extremely difficult to get into these particular artists' unions; therefore, the demand is greatest and jobs most attainable in the field of education.

ADVANTAGES

This is an excellent career for anyone skilled in art and interested in drama. The artist has the opportunity to see own work displayed to the public and usually is lauded. Has great flexibility in producing his work.

DISADVANTAGES

The work opportunities are limited. It is very difficult to break in on Broadway, for example, unless the artist knows the right person or is extremely talented. Rough working conditions.

SCULPTING--SCULPTOR

Sculpting is one of the most interesting and complex of man's arts. The sculptor creates aesthetic three-dimensional forms by carving, modeling or assembling prefabricated elements. Uses stone, concrete, wood, metal, plaster, and/or plastic. Some modern sculptors use stainless steel, aluminum, plastics, glass, industrial materials. The sculptor creates sculpture in the round, free standing sculpture, and relief sculpture. Many elements found in painting such as color, space, mass, volume, line, movement, light and shadow, and texture are part of sculpting. Sculpture must have depth or solidity, as well as heighth and width.

EDUCATION

Most modern sculptors are taught in schools rather than serving as apprentices in studios, as was formerly the custom.

OTHER REQUIREMENTS

Sculptors must regularly show their works at galleries or museums to gain commissions.

Most sculptors should have a little knowledge of architecture, because of similar materials and skills being used in both fields.

WORKING CONDITIONS

Works both indoors and out; the work will be both light and heavy. Most sculptors work alone rather than in workshops. Sick leave, vacations, etc. depend on the artist.

ADVANTAGES

The artist may artistically create sculpture to satisfy individual creative needs, to communicate, to express own ideas and feelings, or to simply create an object of beauty. Much modern sculpture is created partly to satisfy the sculptor's desire to experiment with new forms and materials. Generally there is variety in the work because of the variety of media available.

DISADVANTAGES

Today, hardly any sculptors carve in wood or stone. Carving is strenuous, time consuming, and the sculptor's money is tied up in heavy expensive material. Modeling is much faster and more flexible than carving.

SOCIAL IMPORTANCE

Models, statues, of human beings, monuments or building decorations are lasting monuments to the artist and humanity.

INTERVIEW WITH CHRIS HEATH--TROLLEY SQUARE WOOD CARVING SCULPTURE

by Kim C. Tropper

Chris Heath, 24 year-old wood carving sculptor at Trolley Square, thinks that there is a great demand for decorative wood carvers, and that the demand is likely to grow.

"Now that it has been introduced to the public, there is an open market for other wood carvers. People are more nostalgic, but the movement has been lost because of negligence."

Mr. Heath, in his studio at Trolley Square, makes signs, wall plaques, furniture, doors and picture frames--beautiful examples of this art are used by many of the other merchants at Trolley Square. He is working on a statue of Thomas Jefferson for the Bicentennial that will be thirty feet high and weigh eighteen tons. Mr. Heath will receive $80,000 for it.

Mr. Heath's shop is sometimes hot and humid, sometimes cold and dry, and is usually noisy. "We work in the public, so we are always talking to people, being watched by the crowds and being asked questions. Consequently we don't get as much done as I'd like." Mr. Heath works alone having "had bad experience with business partners," but works in with a group of other artists.

What are the physical qualifications: "Age, no, I know one wood carver who will be 95." Sex? "My wife is learning basic hand tools and has no problem except for interest due to raising children." Strength? "Yes, I must sometimes lift one hundred to two hundred pounds. Also, good vision is essential."

What about art qualifications? "You need the ability to foresee what it will look like before it is completed. Also you need a good attention span to study and must have patience."

Verbal intelligence? Definitely. "You are constantly being asked questions about the materials, what kind of wood it is, where does it come from, what it is used for, will it last in weather, will it take a strain, and just general information about wood."

What special aptitudes will help a carver? "It's a feeling you have to have whether it's halfway or wholehearted, whether it takes an entire life or only two hours to reach the zenith of one's talents."

What kind of preparation is necessary? "In high school, learn how to handle tools. Intensive training in wood shop, furniture building, cabinet making, milling and lathing wood. In college, take some sculpture with clay; it's a good beginning. There are no schools in the U.S. which teach wood carving, some in Denmark. I'm thinking seriously about getting together a school or some sort of training program. I am self-taught; I spent two summers and two winters in a shack up Lake Butterfield Canyon in the Utah mountains to learn."

"It's a fairly complicated process. I select the wood, and take it to the mill. Then it is laminated together, we decide the design the client wants and then I lay it out and begin." Mr. Heath sells from $1.00 to $60,000. "Prices depend on what you think your work is worth."

He began as an artist "fumbling around. I came to Trolley Square, sold picture frames and decorative plaques. The graphics artist from Charles Anthony Jewelry came and asked if I did carving. The first I did was for them. They wanted two carvings that fit around corners. I didn't even have anything to show them because I had either given away or thrown away all my stuff."

Advantages? "It's a unique occupation to be in. You're your own limit. Opportunities are few in Utah, although there are a few. I've heard that if you can make it in Utah, you can make it anywhere. Better locations include New York, Mexico, California, Canada, Massachusetts, some in Wyoming and Idaho. Best thing is the freedom to be creative, the opportunity to do your best whether it pleases anyone else or not.

Disadvantages? "You must work alone so much and must keep your own books. But holidays are up to you."

SIGN PAINTER

The sign painter creates layout and design for signs and posters intended for interior and exterior use. Works on paper, sign cloth, sign card or other specially prepared materials. Works with pen and ink or brush and with temporary or permanent paint. The illustrations and lettering are created in a style compatible to the nature of the product. May also design lettering.

EDUCATION

High School: Art classes, especially those developing the skills of drawing, illustrating, layout and lettering. A good knowledge of English and spelling is required as is an excellent sense of color and design.

Specialized Schools: School of commercial art, community college and four year college would be helpful but not required.

SPECIAL APTITUDES

Manual dexterity, precision and detail skill.

WORKING CONDITIONS

Work may be both indoors and outdoors. Most work is light but may be heavy at times. Regular 40 hour week unless free-lancing. Jobs may be found in both large and small cities. Usually two week vacation, 10 days sick leave, Social Security, profit sharing benefits, and a health plan. The demand for workers is increasing; however, there is little job training available except limited art classes or apprenticeships.

Free-lance work pays at least $10 per hour. Yearly wage is $7,000 to $15,000 depending on company or if painters are self-employed.

ADVANTAGES

The pay is good, the work is light and a painter is usually own boss. Usually a painter can choose own hours--working when and as long as the painter wants. There is little pressure. When pressure comes, greater earnings compenstate for it.

DISADVANTAGES

Works alone and there is little appreciation for the work done. Some of the work is outside, and the weather can be a problem.

JOB ENTRANCE

Application to employer if working for a company. If self-employed, very little capital is needed. At the present time there is great demand for sign painters.

SOCIAL IMPORTANCE

Signs tell the public where to go, how to get there, what's best, how much, etc. In this complex world, it would be as difficult to get along without signs and posters as it would be to get along without the automobile.

SOCIAL RESPECT

There is little social prestige; however, there is much personal reward. A painter who does skillful, attractive work will be in great demand. The pay is also very rewarding.

SOURCE

David Ferrier (personal experience)
D.O.T.

STAGE-SCENERY DESIGNER

Designs sets for theatrical productions; studies periods of architecture and decoration which represent the time of the play. Sketches and paints plans. Presents plans to stage director and producer for approval. Builds miniature sets in cardboard, plaster, or sponge. Prepares working drawings showing elevation and plan of stage in detail for scene builders. May designate size and oversee building of furniture and setting according to miniature set. May create special stage lighting to achieve dramatic or decorative effects or works with lighting director. In experimental theatres, plans stage sets for mobility, interchangeability, and economy in accord with budget limitations.

EDUCATION

A background in the liberal arts, beginning with a college preparatory program in high school, lays the groundwork. A talent for drawing is a necessity.

In college, one would do best to major in theater or art and architecture, taking advantage of every opportunity to make use of technical skills. Among the schools known for stage design programs are the Carnegie Institute of Technology in Pittsburgh and the Goodman Theatre and School of Drama in Chicago. The next step is to get experience and polish technical skills. This is best done by an apprenticeship under a good designer.

All scene designers on Broadway, in commercial films and in commercial network television are members of the United Scenic Artists. Note: In New York there are over 200 unemployed scenic designers and only 12 are on the employed list. Most working scenic designers are in the field of education. In fact, there is a demand for good scenic designers in education.

ADVANTAGES

The world of design is growing and there will be opportunity for talented, capable people.

DISADVANTAGES

Designing is a competitive field. Only the truly creative, dedicated and persevering aspirant will succeed in TV, motion pictures, Broadway, or in education.

STAINED GLASS DESIGNER

Repairs church windows, makes custom windows, lights, doors, wall objects. Creates art work out of glass.

EDUCATION

High school is desirable. Specialized schools are available in some areas. The best way to learn the art is to apprentice with a company or person who works with stained glass.

OTHER REQUIREMENTS

Experience with an expert is the most important thing. Art talent in organizing space is also important.

WORKING CONDITIONS

Works mainly indoors; some work will be heavy, most light. Companies will have a health plan, retirement plan, vacation plan, and sick leave; however, most designers are self-employed.

Working hours are 40 or more.

ENTRANCE

Most likely will have to open own business in Utah. Minimum capital would have to be at least $2,000 and up.

ADVANTAGES

Creates something aesthetically beautiful out of solder and glass.

DISADVANTAGES

The demand for stained glass workers is not too great. There are very few openings; most of the glass workers are repairmen hired by churches.

SOURCE

Paul Adams, stained glass artist at Trolley Square

TOUR DIRECTOR

Organizes and escorts groups of people through an establishment such as an art gallery, museum, or historical site. Lectures concerning important dates, history, etc. Answers questions of group. May arrange tours throughout areas of the state, country, or world.

EDUCATION

Some college, including classes in psychology, art.

OTHER REQUIREMENTS

Airline experience is desirable. Must like to travel. Must be able to get along with people.

WORKING CONDITIONS

Does a lot of traveling. Would be on call as long as the tour was together which could vary from hours to weeks.

Pay is about $6,000 to $7,000 yearly.

ENTRANCE

Application to employer; usually get some other experience in travel bureau.

ADVANTAGES

One travels most of the time to different parts of the world.

Often tour director takes family on the tour.

DISADVANTAGES

Very seldom home.

SOCIAL IMPORTANCE

People now more than ever like to travel and there needs to be someone to make arrangements for travel.

WINDOW DISPLAY--ADVERTISING AND MARKETING

This job is a combination of artist, sign painter, designer, mannequin dresser and interior decorator. Arranges merchandise (hard and software) into presentations which assist in sales promotion. It would include interior displayers and, on occasion, exterior.

EDUCATION

High School: Mechanical drawing, advertising art, art history, business training, shopwork, English.

Special Training: Apprenticeship through several years. Art courses including design and interior decoration are desirable and courses in merchandising and selling help.

OTHER REQUIREMENTS

Supplemental skills of lettering, sculpture, painting, etc., are helpful. No union membership or special license required. Must have art and manipulative skills.

WORKING CONDITIONS

Mostly light, indoor work. At times work can be heavy and on occasion there may be some outdoor work. Works with creative people. Most of the jobs are in the city. Opportunities are unlimited and on the increase.

Usual Benefits: Two week vacation, social security and company retirement, variable sick leave but about average. Forty hour work week with some overtime on special productions. There is usually a health plan too. Often receive job training by working as an apprentice.

Wages: Basic wage, $2.10 an hour up to $9,000 a year. Specialists and executives may receive salaries several times this much.

ADVANTAGES

Contacts a large variety of people including daily-managers, sales people and specialists. Creative opportunities working with large variety of materials. Work is varied and done in clean, comfortable, well-lighted surroundings.

DISADVANTAGES

Unless a specialist or executive, the pay is a little low. Often under pressure to meet promotional deadlines. Most work opportunities are in the city, and most work is indoors. Must work with somewhat messy materials such as paint, glue, paste, mache, plaster, etc.

ENTRANCE

Application to employer. Job opportunities are unlimited; the field is growing.

SOCIAL IMPORTANCE

A good presentation of merchandise promotes sales. Without sales the business would fail.

SOCIAL RESPECT

It depends largely on the specific individuals who compose the team of workers. It is a rewarding experience to work usefully and productively and be able to readily observe the effect.

SOURCE

W.W.O.R. Science Research Associates, Inc.
SRA Occupational Briefs

CE 010 351

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